THE SOCIAL STUDIES IN TEACHERS COLLEGES AND NORMAL SCHOOLS

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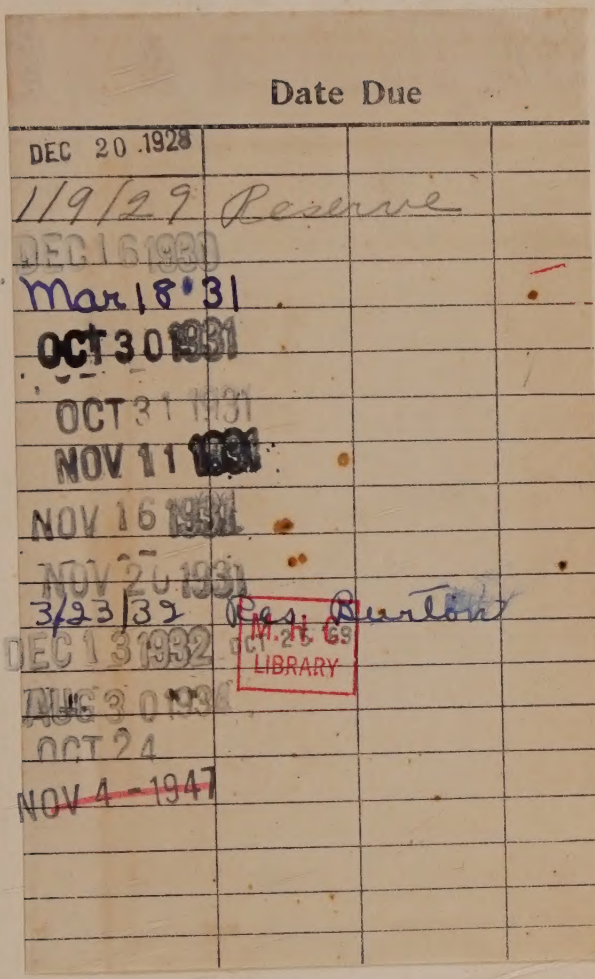
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COLORADO TEACHERS COLLEGE EDUCATION SERIES, No. 4

The Social Studies
in
Teachers Colleges and Normal Schools

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AN ADVISORY COMMITTEE

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PREFACE

Late in 1924 the Division of Education of the Commonwealth Fund provided a financial grant for an investigation of the status of the social studies in normal schools and teachers colleges, at the same time designating Dr. Ned H. Dearborn, at that time assistant to the director of the Division of Education, to take charge of the investigation. Soon afterwards the Commonwealth Fund formed an Advisory Committee with the following membership: Professors R. D. Calkins, Central State Teachers College, Mount Pleasant, Michigan; J. Montgomery Gambrill, Teachers College, Columbia University; Ernest Horn, State University of Iowa; Harold Rugg, Teachers College, Columbia University; and R. M. Tryon, School of Education, University of Chicago.

A general plan of procedure was recommended by the Advisory Committee and used by Dr. Dearborn as the basis of his investigations. The Advisory Committee had several conferences with Dr. Dearborn during the progress of the study, which included: (1) Analyses of present practice in teachers colleges and normal schools, obtained from the printed catalogs of these institutions (See Table I, Appendix for the list of institutions studied); (2) data from questionnaires filled out by over 300 teachers of the social studies in these teacher-training institutions; and (3) evidence of theory and practice in the social studies in teachers colleges and normal schools obtained by personal visitation to twenty-six selected teacher-training institutions. Miss Nellie Jackson, head of the Department of History in Detroit Teachers College, Detroit, Michigan, made these personal visits. (See Table II, Appendix, for the list of twenty-six teachers colleges and normal schools personally visited.)

Owing to the pressure of other work and particularly to the burdens connected with his appointment as chief of the

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Division of Certification and Teacher Training of the New York State Department of Education, Dr. Dearborn was unable to complete all phases of the study or to prepare the report. In August, 1926, the Commonwealth Fund appointed Dr. Earle U. Rugg, head of the Department of Education, Colorado State Teachers College, to complete the study and prepare the report. Dr. Dearborn placed at his disposal the large mass of data already collected and Professor Rugg, in addition, has made use of the results of such other investigations bearing on the subject as he found available. In consultation with Dr. Dearborn he has drafted the final report. Members of the Advisory Committee have contributed advice and suggestions, but the authors of the report accept major responsibility for the precise form of the study as well as for the collection of data, interpretation, conclusions, and expression of opinion.

The study required the cooperation of a great number of individuals. Practically without exception, presidents and teachers of the social studies in state teachers colleges and normal schools and many professors of the respective social studies in other universities and colleges gave much time and thought to this investigation. Specific acknowledgment to each of these persons is highly desirable but obviously impossible. The authors can but express their deep appreciation for the suggestions and criticisms received from these teachers and also from the Advisory Committee.

E. U. R. and N. H. D.

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The Social Studies
in
Teachers Colleges and Normal Schools

CHAPTER I

THE GENERAL TEACHER-TRAINING PROBLEM

This investigation of the training of teachers was principally restricted to a survey of the content and teaching in teachers colleges and normal schools of that group of subjects called the social studies, including history, geography, civics (government), economics, and sociology. The training of teachers for any group of subjects is broader than the mere study of a chosen major field. Hence, before presenting the evidence concerning the present status of the social studies in teachers colleges and normal schools, it is desirable to emphasize two related aspects of teacher training: (1) The general administrative practices and requirements in teachers colleges and normal schools; and (2) the present professional status of teaching.

I. General Administrative Problems in Teachers Colleges and Normal Schools

Data were collected in the original investigations concerning: (1) Entrance requirements; (2) residence requirements; (3) administration of credits; (4) curriculum practices; and (5) graduation requirements. This evidence will be briefly summarized in this section and present trends noted.

1. *Completion of the work of the secondary school is now demanded for entrance to teachers colleges and normal schools*—Evidence gathered (See Table III, Appendix) by an analysis of catalog statements of 710 curricula offered in the teachers colleges and normal schools shows that these

teacher-training institutions now uniformly set up as a prerequisite for entrance the completion of the four-year program of studies in high school. This is a distinct gain over conditions of entrance in the early normal schools. Even a few years ago high school and college work in these teacher training institutions was seriously mixed; in fact, in early days students were expected to have completed only the eighth grade of public school as a condition of entrance to a normal school. This present prerequisite is of significance because teachers colleges and normal schools can organize their curricula upon the assumption that students in training have completed the rather extended program of studies now embraced in the work of grades 1 to 12 and upon the fact of a maturity implied in the age of students entering college—about 18.

Table III, which summarizes statements in catalogs, exhibits lack of standard terminology in at least two respects. Teachers colleges and normal schools do tend to demand the completion of high school work, but the various institutions use a variety of terms to indicate this. For example some institutions simply state that the prospective teachers college student must be a high school graduate; others insist that his high school shall be accredited, and still others specify the number and in some cases the kinds of units to be offered of high school work. The other variety of terminology embraces largely additional qualifications concerning age, health, morals, and special talents, such as ability to play the piano or sing. There is need for standard terminology that will uniformly describe what is expected for entrance in the professional teacher-training institutions.

2. *Residence is still not sufficiently continuous because of short term curricula and because of low standards of certification to teach*—The practices of teachers colleges concerning the amount of college work to be done in residence are not so clear (See Table IV, Appendix). With certification requirements (giving one a license to teach in some school) much below the four-year standard of the arts college, teachers colleges are forced to grant diplomas and certificates upon the completion of rather brief periods of

collegiate training; one and two-year curricula still enroll the preponderant number of teachers in training. Teachers colleges as yet are not able to require four years of training as do arts colleges by means of granting only a bachelor's degree. The work of teachers colleges is still primarily concerned with training elementary grade teachers where the maximum certification requirement (See Table VI, Appendix) averages but two years of college work. Hence, teachers colleges do not "hold" their students for four years of work.

Furthermore, teachers college students still comprise many "transient" students. One may enter teaching even today by means of examinations. Such persons utilize various means to obtain higher grades of certificates (usually because of renewal requirements). They attend summer school or enter during one or more terms of the regular academic year. Most teachers colleges also feel that encouragement to study must be given these people while in service. Hence, correspondence work is offered which is accepted in partial fulfillment of residence work for a certificate.[1] There is a distinct trend, however, in terms of the work of standardizing agencies such as the American Association of Teachers Colleges and the North Central Association of Colleges and Secondary Schools, and pressure resulting from the increased number of students who transfer credit to other higher institutions of learning, particularly for graduate work, to make residence requirements conform more closely to those of standard arts colleges and universities. However, as we shall point out in the next section, residence requirements will be handicapped severely until minimum certification standards for the elementary school are made comparable to present maximum standards for secondary teaching.

3. *Administration of credit*—Closely related to the problem of residence work is the administration of credit for

[1]At present in the institution with which one of the present writers is connected (Colorado State Teachers College) "Students . . . . will not be allowed to apply more than twenty-four credit hours of extension class or correspondence credit toward the two-year Life Certificate course or forty-eight hours toward the four-year degree course." (Catalog and Yearbook, 1926-27, page 32.) This is one-fourth of the total residence work for each course—the two-year Life Certificate and the four-year degree course.

work pursued. In this particular investigation it was found that 49 per cent of the institutions whose catalogs were analyzed denote credit in terms of semester hours (two terms of 18 weeks in an academic year); 47 per cent use the quarter plan (three terms of 12 weeks each); other types of terms comprise the remaining 4 per cent.

Administration of credit until recently was rather loosely carried on. The standard unit of credit[2] is a time unit—the number of recitation hours weekly for the term. This unit has not been strictly adhered to in the past. Extension work in many institutions was so to speak "the tail wagging the dog." Credits were allowed in liberal amounts for correspondence courses, group classes in local school systems, for experience, "reading circle" work, outside activities, and the like. Within the institution itself the standard student "load" was likewise not strictly followed, particularly in the summer session.[3]

But happily such practices are no longer tolerated. The activities of standardizing agencies and the tendency of students to transfer to standard colleges for advanced graduate work have compelled teachers colleges to adopt regulations concerning standard administration of credit of properly administered higher institutions of learning. Credit involves student accounting; it is a means by which any interested person—employer or an officer of another college—should be able to satisfy himself concerning the progress and past achievement of a student. "Any school, and particularly any state supported institution, should maintain such a system of educational records that an in-

[2]In this investigation an amazing terminology was revealed—23 different terms such as semester hours, points, hours, periods, and units of credit were found. Not only is there a lack of standard terminology but there is an almost incomprehensible range of the amount of credit under each term; so complex in fact that it is impossible to draw any reliable conclusions concerning the average amount of credit required for the completion of given curricula.

[3]In one teachers college that has now standardized its credits it was common in years past to allow students as high as 24-30 credit hours for teaching experience and double the normal credit for summer work; i.e., the student could secure as much credit for six weeks as for the usual twelve-week quarter. The dean of this institution reports—a most flagrant case—that one student was permitted to "earn" 55 quarter hours in one summer—over a year of college work. He "passed" 35 hours in a six weeks' summer term (this load now is restricted in this institution to eight hours), and 20 additional hours in correspondence courses before and after the close of the summer term. While this was perhaps an exceptional case, yet it sets in relief the philosophy back of early practices, namely, to permit students to take in any term all the courses they could "pass" and pay for!

telligent outsider could read therefrom an accurate record of the work of each individual student without the need of any further explanation whatever."[4] All credit for admission with advanced standing should be carefully examined; it should be accepted in terms of its valid ranking with the state department of education of the state from which the credits are presented. All residence credits should be coordinated with whatever time or credit unit may have been adopted as a standard—say 16 quarter hours —96 quarter hours for two years' work and 192 quarter hours for the bachelor's degree. All residence work should involve full-time class work with the instructor.[5] The general principle, in summary, accepted by all standard institutions is that credit is assignable not merely for work done but only for work done under certain guaranteed and certifiable conditions. All credit should further be open to appropriate inspection.[6]

4. *Curriculum practices*—(a) *The rank of the curriculum.* As noted earlier, much of the work offered in the normal schools was formerly secondary in rank; that is, secondary and college work in these institutions was seriously intermixed. Standards for entrance were loose. The practice of teaching what amounted to "review" courses in the common branches further complicated the problem of differentiating college and secondary work in these institutions.

Today teachers colleges are endeavoring to achieve curricula of collegiate grade. Increased attention to what should be taught in such institutions, increased training of the faculties, and standard entrance requirements are among the factors tending to make curricula in teachers colleges collegiate in rank in the commonly accepted *quantitative* sense of the term.

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[4]The Carnegie Foundation for the Advancement of Teaching, *The Professional Preparation of Teachers for American Public Schools.* Bulletin No. 14, pp. 342-344.

[5]Informal credit for outside work—reading books, etc.—should not be granted.

[6]There came to the writers' attention just as this manuscript was being sent to press a detailed study of admission problems. See Linton, Clarence, *A Study of Some Problems Arising in the Admission of Students as Candidates for Professional Degrees,* Contributions to Education, No. 285, Teachers College, Columbia University, New York, 1927.

(b) *The character of the curriculum*—Table V, Appendix, summarizes the per cent of subject matter in various curricula—kindergarten-primary, intermediate, upper grades, general, rural, high school and in length—one year, two years, three years and four years. It is apparent from the table that the professional materials receive greatest emphasis—on an average between one-fourth and one-third of the work of a prospective teacher deals with the pedagogy and psychology of teaching.[7]

Another important point concerning the character of the teachers college curriculum as revealed in Table V, Appendix, is the amount of electives available. Electives are permitted in but approximately one-sixth of the total credits for the one-year courses; in but one-fifth of the two-year courses; however, in the four-year curricula almost 40 per cent of the total work may be elected. This progressive increase in the amount of electives is significant. The data partially confirm the conclusion that two years or less is probably too limited a period in which to train teachers. On the other hand, four years, unless the administration does not know what training prospective teachers require, is perhaps too long a time needed for training teachers, when 40 per cent of the work is left to chance and caprice of student choice.[8] It is possible, however, that electives, even up to 40 per cent, can and should be used for equipping teachers more thoroughly for their work. An added two years might tend to give a prospective teacher in the elementary grades that professionalized subject matter and personal background of culture which is necessary to teach, in terms of present practice, a wide variety of materials apparently contributing to common ideas and ideals. On the secondary grade level one might use this amount of elective time now available to teach the

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[7]Studies of the attention the professional materials dealing with education and psychology receive in the arts colleges show an average of about one-eighth of the four-year course—15 of the conventional 120 semester hours. Whether this proportion is too low or that in the teachers college is too high cannot be stated because as yet we do not know in any relatively impersonal way how much professional training a prospective teacher should receive.

[8]While we do not know in detail how a student uses his elective hours, there is a common belief that the use of electives is haphazard—determined largely by favorite hours and instructors or easy subjects. The trend today is toward increased prescription of curricula.

professionalized subject matter of *two* or more subject divisions (for many teachers' assignments are foreign to one another in content) commonly demanded in teaching assignments, and likewise that personal background of culture contributing to the last consciously directed education of most young American citizens, provided the general tendency toward higher prescription of work in professional schools is adhered to.

The other subjects required, at least for one and two-year curricula, reflect the tendency to set up certain common materials such as hygiene and English composition, and the practice of requiring in various curricula a certain amount of academic materials, such as history, geography, science, and mathematics (See Table V, Appendix). This investigation under review did not particularize for each curriculum the specific content materials required. Hence, Table V will have to be accepted as a composite picture of the types of content a prospective teacher in a given curriculum receives. This table further shows that in what are tending to become *professional* schools there is a distinct trend to prescribe study in the various fields of knowledge in addition to study of one's major and of education and psychology. The prospective teacher of the social studies will, therefore, tend to have studied in some degree on the college level other subjects besides history, geography, government, economics, and sociology.

(c) *Prescription versus election of studies*—We noted previously that the limited curricula (one and two years) were rather highly prescribed—between 80 and 85 per cent of the work falling in this category. Teacher-training institutions generally tend to differentiate the teaching jobs; for example, we find evidence of prescribed curricula for kindergarten-primary teaching, intermediate teaching, upper grade teaching, rural school work, and senior high school work. The student is free to *elect* the type of teaching he wishes to prepare for, but there is some prescription, once his major is selected. We shall subsequently show that there is probably insufficient prescription for each type of teaching of the *exact* courses essential for equipping

teachers with the subject matter they will need to teach in public schools. However, chance and favorite hours and instructors are apparently becoming less the basis upon which to build curricula in professional institutions.

(d) *Curriculum differentiation*—We have implied another practice in our discussion of prescription of studies—namely, the differentiation of the curriculum. Teachers colleges by the organization of many specific curricula imply that there is no such thing as the general education of a teacher. As in all professions, specialization in teaching is becoming inevitable. And in teaching, where length of training is yet far from the standard of four years of college work, it is seemingly difficult to impart in a short period even the essential materials of a particular type of teaching activity; for example, the preparation necessary to equip one to teach in the intermediate grades.

Certification practices to be discussed briefly in the next section do not as yet guarantee that a teacher will teach in the grades or on the level for which she has prepared. But the remedy as evident from the many curricula now organized in teacher-training institutions, is probably not to be found in any attempt to prepare teachers for *all* grades of schools; rather it is to be found in a restriction of certificates issued to grades or the level for which teachers have definitely and conscientiously prepared themselves. The assumption is that the teachers colleges will in their prescriptions outline the materials for each type of curriculum offered.

(5) *Graduation requirements*—The evidence concerning this problem collected in this study relates to the certificates, diplomas, licenses, and degrees issued. Table IV, Appendix, reflects the chaotic conditions of graduation requirements even in terms of the standard time unit. There is apparently little agreement concerning what certificate of record for graduation should be issued. No standardized certificate such as the bachelor's degree in the arts college is issued. Over 160 different titles are necessary to tabulate the certificates, diplomas, licenses, and degrees offered

in 710 different curricula in the teachers colleges and normal schools whose catalogs were analyzed. The bachelor's degree in the arts college, as noted earlier, has attained rather distinct quantitative status; it implies when granted by a standard college the satisfactory completion of four years or 120 semester hours of college work. The slight agreement in frequencies to given certificates, diplomas, and licenses found in Table IV does *not* imply a similar quantitative number of hours or years for given curricula in teachers colleges and normal schools. "Until recently the normal school has considered graduation from its complete curriculum as a matter of secondary consideration in the sum total of its efforts. The schools have been concerned chiefly with short courses for transient students, and as an inducement to these, have held out special recognization to be awarded at the end of each successive year."[9]

There is a distinct trend, largely as a result of standardizing influences noted earlier, to make quantitative graduation requirements comparable in teachers colleges to those of arts colleges. The recent standards of the American Association of Teachers Colleges set up a graduation standard similar to that of the arts colleges for four-year curricula—120 semester hours. But by virtue of the fact that many teachers colleges and normal schools have not as yet achieved the four-year status, the standards of the above association recognize in similar ratio time units of work completed for two and three-year curricula. These standards, however, do not yet attempt to label these certificates in such manner that a uniform understanding of graduation from a curriculum of given length is possible.

II. Deficiencies in the Present In-Service Status of the Teaching Profession

While the original investigation did not deal directly with the status of the teaching profession, yet a brief summary of this important phase of the general teacher-training problem should be made because the training of teachers in teachers colleges and normal schools can be made effec-

[9]Bulletin No. 14, *Op. cit.*, page 344.

tive only in terms of the standards set up by the state for public school teaching. The function of teachers colleges and normal schools is to prepare teachers for the public schools. The majority of teacher-training institutions, particularly the teachers colleges and normal schools surveyed in this investigation, are publicly supported, either by the state or (in larger cities) by the local government. Apparently, their work is dependent upon the standards the public wishes to set up for teaching. We have implied in the evidence presented concerning the general administration of teachers colleges and normal schools that these institutions are handicapped by low standards for admission and continued tenure in the profession. It is our purpose in this section but to mention some obstacles that must be surmounted before the work of training institutions for equipping teachers in any major group of subjects such as the social studies can be entirely effective.

a. *The personnel of the teaching profession*—There are nearly three-quarters of a million teachers in America today. Yet it is probably true that a large proportion of them are even yet immature, under-trained, and inexperienced.[10] Apparently it is easy to engage in teaching. There is implicit a philosophy that anyone is fitted to teach and, as a result, the public does not require a sufficiently prolonged period of collegiate, professional training as it does of other professions.

b. *Certification is required but standards of certification are low*—Anyone who wishes to teach must obtain a certificate, but one can obtain the lower grades of certificates through examination. The present writers insert as Table VI, Appendix, a summary of certification requirements in 31 states based upon Dr. Williams' study, merely to emphasize the present low standards for admission to the teaching profession. For elementary school teaching only 10 states (40 per cent) of 24 with data available require as much academic training as that represented by the completion

[10]See United States Bureau of Education *Rural Leaflet*, May, 1923. Data based upon a survey by the National Education Association in 1918 and supported by recent evidence on certification standards in 31 states collected by Dr. E. I. F. Williams in an unpublished study on file in the Department of Normal School Administration, Teachers College, Columbia University.

of high school work; and 40 per cent require *no* professional training—that is, courses in education and psychology. The highest requirement for elementary teaching averages but two years of college work. For high school teaching the minimum requirement averages two years of college work, and the maximum standard averages four years of college work.

With such deficiencies in certification it is difficult for teachers colleges and normal schools to organize prolonged collegiate curricula in such fields as the social studies surveyed in this report which will, as noted in Table V, enable prospective teachers to obtain that basic professional training every teacher should have. And, furthermore, it is impossible for teachers colleges to attain professional status comparable to other professional schools such as medicine, law, and engineering—professions that now generally require at least four years of collegiate study as a prerequisite to admission to professional activity in the field.

c. *Salary and tenure are not standardized*—Initial salaries for teaching are relatively high, but there is insufficient distinction between beginning salaries for teachers who are certified by means of examinations and for teachers who complete two or more years of college work. Furthermore, the salary for elementary teaching is less than that for high school teaching, and hence the more experienced teachers who study and meet college requirements for the bachelor's degree tend to be drawn from their elementary work where they have obtained experience into secondary teaching.

Tenure is brief because a rather large proportion of teachers are women who teach a few years and then marry. Hence, the personnel of the teaching profession is constantly recruited from inexperienced and immature persons. Moreover, many of the more experienced teachers are drawn into administrative and supervisory positions by virtue of more attractive salaries attached to such positions.

d. *The characteristics of public education demand prolonged college training of teachers*—No longer is formal school work limited to the rudiments as it was a generation or more ago. Pupils are increasingly being held in school now for secondary instruction. The curriculum taught these children is broader than the 3 R's of earlier generations of school pupils. Upon the school has been placed responsibility for teaching materials formerly acquired elsewhere—health, vocational training, citizenship, and the wise use of leisure. The race experience now to be imparted is far more complicated than a generation ago. The problem of equipping persons to teach subject matter, particularly of the dynamic type implied in the content of the social studies, is complicated. The teachers colleges have large responsibility for proper professional preparation of teachers, but the state which maintains the public schools for which teachers colleges and normal schools prepare teachers should supplement the efforts of teacher-training institutions by providing every requirement which will tend to make teaching a true profession.

SUMMARY

Certain general conclusions may be drawn from the analysis of the evidence concerning the general administrative provisions of teachers colleges and normal schools for training teachers. In the first place, these institutions uniformly tend to demand the *quantitative* requirement that only students who have completed high school work should be admitted as candidates for certificates. In the second place, residence requirements are still not sufficiently continuous because of short term curricula, because of certificates issued for less than the amount of college work quantitatively demanded for a bachelor's degree, and because of continued acceptance of non-campus study through the respective extension departments of the institutions under review. In the third place, there is an attempt to prescribe a somewhat general education with considerable emphasis to professional courses in education and psy-

chology. In the fourth place, there is a recognition that teaching should be differentiated, at least as far as elementary grades are concerned and for subjects on the secondary level. Prospective teachers may elect the type of teaching for which they wish to prepare, but then there is a very considerable prescription of the particular courses they are required to take in the curriculum they elect to pursue.

Apparently teachers colleges are sincerely attempting to standardize their work to make it comparable to similar standard practices of arts colleges which likewise train teachers. Both within and without the ranks of the teachers colleges there is distinct evidence of these institutions being evaluated as colleges and professional institutions. The American Association of Teachers Colleges, a voluntary organization of the teachers colleges and normal schools of the United States, is at present measuring each institution against accepted standards. There is also some disposition of accrediting associations, particularly the North Central Association of Colleges and Secondary Schools, to measure the work of teachers colleges and normal schools against commonly accepted standards for some time used in measuring the work of the arts colleges.

But, however sincerely and vigorously the teachers colleges and normal schools strive to attain high standards of training, their best efforts will be severely handicapped until the state supplements their struggles for real professional standing with legislation of a kind to attract and to keep in the ranks of the profession only properly qualified and trained teachers. Certification is a state function; at present, while each teacher must have a certificate to teach, standards for obtaining a license to teach are low. Salary distinctions are also not sufficiently marked to compel prospective teachers to secure prolonged collegiate preparation. Tenure is brief due to: (1) Marriage of many young women who constitute the greater proportion of the teaching staff and who are largely debarred after

marriage by convention from continued teaching; and (2) insufficient increase in salary year after year for all experienced, professionally minded teachers.

The general teacher-training problem is therefore twofold: (1) To study carefully what the pre-service professional preparation of teachers should be and organize and administer this training upon the basis of careful studies of needed preparation in teachers colleges and normal schools; and (2) to make in-service activity of teachers attractive—to give it a professional status in a true sense of the term. This report gathered evidence concerning many phases of the first problem, and we now turn to a detailed presentation of the data dealing with the preparation afforded prospective teachers of the social studies in teachers colleges and normal schools. The second item of the supplementary phases of teacher training of in-service activity was mentioned only to emphasize the scope of the professional preparation of teachers today.

CHAPTER II

GENERAL PROVISION FOR THE SOCIAL STUDIES IN TEACHERS COLLEGES AND NORMAL SCHOOLS

The Use of the Term "Social Studies" in Teachers Colleges and Normal Schools

The first main problem we now turn to in this investigation of the professional preparation of social studies[1] teachers in teachers colleges and normal schools is to discover in what manner these teacher-training institutions organize and administer these studies in their respective institutions. It will be recalled that an analysis was made in the teachers colleges and normal schools of 710 curricula of varying lengths (one, two, three, and four years) and of various types (kindergarten-primary, intermediate, upper grade, rural and high school curricula).

As social studies is the term now commonly used to describe the content embraced in the conventional materials of history, geography, civics, economics, and sociology, the first question we attempted to answer pertained to the meaning of the term in the teachers colleges and normal schools. Do all these institutions organize their work under this major category—social studies? They do not. This class term is actually used in referring to courses falling within the subjects implied in but 95 (about one-half) of the 186 teachers colleges whose catalogs were studied upon this point, and by but 20 of the 26 institutions that were personally investigated.[2] It must be assumed then that many of those institutions will administer the work in the social studies in distinct departments of history, geography, etc.

[1]The "social studies" is a term of recent origin. It is in reality a class term and usually includes the subject matter of history, civics, economics, and sociology. Some people also include geography in the social studies, although the scholars in this latter field are not unanimous in accepting the inclusion of their specialty within the social studies. The public schools are increasingly adopting the term to describe the courses in these subjects. Evidence was therefore gathered by analysis of catalogs and by personal visits to selected teachers colleges of the general organization provided by teacher-training institutions for the social studies.

[2]See Tables VII and VIII, Appendix. (Note: To make this report more readable all tables have been placed in the appendix; rather full interpretations will be made, however, in appropriate places in each chapter of the monograph.)

There is apparently decidedly insufficient evidence that teachers colleges and normal schools[3] are organizing at present the work in their departments of social studies, (or where distinct lines of division are maintained in their departments of history, geography, government, economics, and sociology[4]) in ways which will tend to recognize in their preparation of teachers the tendency in public schools to coordinate even in name these materials. It is of course an issue whether the traditional organization in separate courses should be abandoned. In most public schools as yet separate courses are offered in each of the social studies, though, as noted, there is an increased disposition to refer to the entire program as the course of study in the social studies. Apparently, teachers colleges, like public schools, use the term principally as an inclusive phase to describe the teaching of the rather distinct and independent subjects of history, geography, civics, economics, and sociology.

Not all schools, according to our evidence, even offer each of the above mentioned social studies, which are apparently rather strongly entrenched either as required or elective studies in our public schools. Only 153 of the 186 schools whose catalogs were examined offered civics or government; 172, geography; 181, history; and 157, sociology. Of the 95 schools which claim to have a department of social studies (of a total of 186 institutions whose catalogs were analyzed), but 71 of the 95 include civics within the program of material called social studies; 69, economics; 20, geography; 80, history; and 82, sociology. In the 26 teachers colleges personally visited it was found that 20 organized the work as a department of social studies (or social science) but only 6 so organized included geography, and 11 history. This organization in the latter study, it seems, applies mostly to sociology (19 schools); economics (18 schools); and civics (15 schools).

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[3]As noted earlier this investigation did not collect data on the activities of arts colleges that train teachers of the social studies. That problem should be studied in another similar investigation.

[4]Where separate departments are organized there are in some schools but three such departments—history, geography, and sociology. Economics and government are taught by either the members of the history or the sociology departments.

Courses actually called either social studies or social science are found in only 14 of the 95 schools whose catalogs were analyzed and who claim to organize these subjects in a department of social studies. In both types of data there is some evidence of a tendency to include even other subjects. In all likelihood this tendency is due to the fact that various separate departments such as sociology have for one reason or another been teaching subjects not strictly to be classed as one of the above mentioned studies. Examples are found in the fact that 4 courses in anthropology, 5 in social ethics, and 21 in social psychology are classed under the offerings of social studies in 186 catalogs analyzed. One or two such courses are similarly classified in the schools that Miss Jackson personally visited.

In only 72 of the 186 institutions whose catalogs were studied is there a department embracing the social studies; and in but 42 of these is it distinctly a department of the social studies. In the other schools the department is called history and the social studies or political science and the social studies; exhibiting a tendency to magnify one subject at the expense of the others in the group. While without doubt such distinctions are in part matters of terminology, yet the fact remains that instructors in these social subjects are seemingly reluctant to accept any new organization, even if at present it is scarcely more than a plan to group these subjects for administrative purposes, which will, in their judgment, tend to subordinate their special subject or subjects.

The report of Miss Jackson, who made the *personal* investigation of 26 representative teachers colleges, still further supports the conclusions that there is insufficient coordination of these materials in teachers colleges, and that this content is apparently being somewhat related in public school practice. She found only 7 institutions of the 20 with data available, which claim to organize their work in a department of social studies and which provide for joint meetings of the instructors of various social studies. But public school teachers are being called for who are equipped to teach several or all of the social studies.

Where distinct department lines are maintained, might it not be desirable to provide ways and means by which all instructors of one or another of the social studies in teacher-training institutions may meet periodically to discuss the entire program of training teachers for the social studies?[5]

The chief reason why coordination of the activities of several departments of social studies is not quickly accepted is largely because of the prestige of a conventional organization, particularly with the better trained instructors. Each of these instructors in his own graduate work[6] has been more or less compelled to specialize in some rather narrow field even within his own subject. His knowledge of related social studies is usually at most reflected in the fact that he "minored" in one or two of them —in brief, he at most took some specialized courses dealing with some phases of other social studies than his major subject.

The social studies in teachers colleges are yet preponderantly the separate and rather rigidly divided and specialized materials of history, geography, civics, economics, and sociology. This conclusion is further supported by the evidence gathered concerning the courses actually offered within these five separate subject matter fields.

The Number and Variety of Course Titles

The two independent studies outlined earlier (1. catalog analyses, and 2. the personal study) enable us to generalize rather precisely concerning the actual courses offered in

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[5]In the institution with which one of the present writers (Earle Rugg) is connected a division organization was at one time used, chiefly to facilitate the administrative work of the departments. The three departments of history, geography, and sociology comprised the division of social science with the head of the department of sociology as head of the division. After several years' trial the plan was abandoned, largely for administrative reasons, and each department was given independent status again.

[6]An examination of the catalog statements of the training of the faculty (102 persons) in 17 representative four-year teachers colleges shows, with but one exception, that all instructors of the social studies have a bachelor's degree and all except 19 have the master's degree. Of the 19 who lack it, 10 have done graduate work but have not apparently completed the requirements for a master's degree; 9 of the 102 also have the doctor's degree. Thus, the average amount of training is practically five years or the equivalent of the bachelor's and one year of graduate study. It should be borne in mind, however, that this brief analysis was limited to 17 representative four-year teachers colleges; and examination of the training of all instructors in teachers colleges, four and two-year combined, should be made.

the teachers colleges and normal schools. It will be recalled that a detailed analysis was made of the course offerings as revealed in catalogs of approximately 180 of these institutions (the exact number varied on particular items) and an investigator "checked up" the results of this "paper" analysis with a personal visitation and investigation of the work in 26 representative schools. Table IX, Appendix, summarizes the evidence from both sources.

Over 1500 (to be exact—1529) different titles of courses in the social studies were found in the analysis of the catalogs, and 204 different titles were discovered in the personal study. In the former study there were 775 different titles in history, 336 in geography, 118 in sociology, 165 in civics (political science), 108 in economics, and 27 in the social studies; in the latter investigation (where the ratio is 180 to 26, or about 7 to 1) there were 92 different titles in history, 50 in geography, 21 in sociology, 25 in civics, and 16 in economics. Table IX confirms relative emphasis in the above ratio in at least the different titles given courses in these two independent investigations. Furthermore, the table shows relatively close agreements in percentages of emphasis to the various social studies in these two independent studies; for example, 50.6 per cent of the different titles in the former study and 45.4 per cent in the latter study were classed as history courses, 29.1 per cent and 24.5 per cent—geography, 7.7 per cent and 10.2 per cent —sociology, 7.06 per cent and 7.8 per cent—economics, and 10.9 per cent and 12.2 per cent—civics or political science.

When one examines the detailed tables[7] of the different titles of courses offered he notes in either case—examination of catalogs or the personal study—that the great variety summarized above is largely: (1) Because in history the practice is to organize intensive courses for relatively short chronological periods, for example, 1492-1750, 1492-1789, 1763-1789, 1789-1860, 1750-1829, etc.; (2)

[7]The analyses of the number and variety of different titles in catalogs alone embrace over sixty typewritten pages; obviously space prevents the publication of but a bare summary. All detailed unpublished tables are on file in the office of the Department of Education, Colorado State Teachers College, Greeley, Colo.

because in the other social studies—geography, civics, economics, and sociology—the practice is to treat in a similar intensive and detailed manner *particular phases* of the subjects, for example, in *geography*—regions and states, climatology, human geography, etc.; in *sociology*—rural sociology, educational sociology, social psychology, modern social problems, criminology, the family, etc.; in *economics*—rural economics, taxation and finance, tariff, transportation, economics, the trust problem, etc.; in *political science* (*civics*)—municipal government, state government, national government, comparative government, international law, etc.; or (3) because of terminology—the titles may be different but the content implied may be similar; for example, American history or the Americas, modern Europe or Nineteenth century Europe.

Such practices necessarily involve a variety of titles. From the point of view and interest of the scholars there are of course opportunities here afforded for specialized study. But it should be recalled, however wrong present quantitative requirements may be, that the greatest proportion of students in teachers colleges and normal schools are to be found in limited one and two year curricula. Even those in the four year curricula will have to be prepared to teach, for a few years at least, two or three subjects, and some of their teaching assignments will likely be in subjects entirely foreign to the social studies. In view of present limited practices in professional preparation of teachers—proper professional preparation being seemingly the real function of teachers colleges—it is hardly to be conceived that a prospective teacher of social studies will secure a sufficiently broad training in the social studies to equip her to teach whatever of these subjects she may be assigned to teach in some grade or in a junior or senior high school. Where the variety is so great and the agreement on common materials so slight, one wonders if these teachers colleges have not gone to extreme limits in specialization, particularly in the face of a distinct trend and social need to give broader and more gen-

eral courses to pupils in the schools,[8] designed to aid pupils in a synthetic understanding of a complex contemporary life in which they live.

Apparently the variety is more a reflection of the specialized interests of the instructors than of any attempt to organize courses in terms of subsequent public school teaching activities of their students.[9] In every one of these social studies under investigation but *few extensive or general* courses were found. In the field of American history (generally taught in the intermediate grades in an informal manner and in a systematic way in grades 7 and 8, and again in a definite organization in either grade 11 or grade 12) the only general courses offered in ten or more of the institutions whose catalogs were analyzed were the following general courses with at least an implied content embracing the entire field of American history—63 catalogs mention a course in American history, and 13 one in United States history. Assuming that these are the general courses in this field, only about half of the teachers colleges even offer (the data did not show the extent to which the particular social studies were required) *a general course in American history.*[10] General or rather broad extensive courses in geography, political science, economics, and sociology are likewise found in at most but approximately one-half the teachers colleges under review.

The other titles in each field, some of them as mentioned with an implied similar content or overlapping in period or topic divisions, have very low frequencies. For example, of 292 different titles in American history 289 (all except

[8]For example the recent trend to give world history in high school rather than two or three year courses such as ancient, medieval, and modern history.

[9]One is tempted to state that the real assumption of the work in the social studies is that what has proved of value in the prolonged training and research of the instructors in these subjects will somehow be good for their students, almost all of whom will never attain at most more than the equivalent of a bachelor's degree.

[10]The present writers do not attempt to justify *one* general course as sufficient background in a four-year course but as yet the work of instructors of social studies in teachers colleges is largely centered upon courses for prospective teachers of intermediate and upper grades who are trying in two years at most to obtain *some professional* training to teach the many subjects a teacher in these grades is called upon to teach. Until we can prolong the training of all teachers to four years as advocated in the preceding chapter, we shall probably have to offer a general course such as materials (and even include in it methods) of history for upper grades. The point is that one course dealing with a special period, 1700-1800, is decidedly insufficient guarantee of proper training.

3) such titles have a frequency of less than 10. This apparently implies that instructors of the social studies in teachers colleges are almost "law unto themselves" in deciding how to organize for teaching their subject matter into "professional" courses. They certainly do not agree, as we shall show subsequently in more detail, as to the general nature of the professional training to be given prospective public school teachers in the social studies, nor do they agree concerning the exact topics to be emphasized even in courses with an implied similarity of content. The failure to agree is due in some extent at least to a specialized point of view and furthermore to a failure to organize their work in terms of the materials which analyses of public school practice reveal as *required* in the public schools.

Let us next confirm catalog analyses which may tend to represent somewhat "paper" offerings, by presenting the practices in the 26 teachers colleges and normal schools as found by actual personal conferences of Miss Jackson with the instructors of the social studies in these institutions. In history a general course in American history in 10 schools, Modern European history in 16 schools, and English history in 11 schools were the only courses offered (whether required was not ascertained) by as many as 10 of these 26 institutions; 58 titles of the 92 different titles of courses are each offered by but *one* of the institutions. The range per school in history courses offered is from 1 to 17; the average is 2.3 per school. A similar variety is found in the other social studies. The only courses in the other social studies offered by as many as 10 of the 26 institutions personally investigated are: (1) Geography of Europe, 11 schools; (2) principles of geography, 13 schools; (3) principles of sociology, 19 schools; (4) national government, 11 schools; and (5) principles of economics, 14 schools. Two of these courses—geography of Europe and national government—obviously deal with rather specialized phases of their respective fields needed for public school teaching. The range of courses offered per school in geography is from none to 12, average 4.8 courses; in

sociology the range is from none to 7, average 2.3 courses; in political science (civics) the range is from none to 9, average 2.3 courses; and in economics the range is from none to 7, average 1.6 courses.

Variety may be shown in yet another way. The following three institutions (see Chart I immediately below)

CHART I

TABULAR REPRESENTATION OF COURSE OFFERINGS IN THE SOCIAL STUDIES IN THREE DIFFERENT TEACHERS COLLEGES

School 10	School 20	School 2
History	History	History
The Americas	American—1492-1750	American, General
Modern History	American—1750-1829	
History and Constitution of U. S.	American—1829-1877	
Latin America	Contemporary History	
Nationalism in Europe	Const. Hist. of U. S.	
Northwest History	Econ. Hist. of U. S.	
	Modern Europe	
	English History	
	Immigration	
	Latin America	
Geography	Geography	Geography
Human Geography	Econ. and Com. Geog.	Principles of Geography
	Europe	
	Econ. Geog.	
	Geog. for Lower Grades	
	Geog. for Intermediate Grades	
	Human Geography	
	North America	
	Rel. of Geog. to Hist.	
Sociology	Sociology	Sociology
Principles of Sociology	Anthropology	Principles of Sociology
Rural Sociology	Principles of Sociology	
Social Institutions	Rural Sociology	
	Rural Social Surveys	
Political Science	Political Science	Political Science
Comparative Gov't	Citizenship	(No courses offered)
Political Theory	Gov't, Local, State, and Nat'l.	
	Political Parties	
Economics	Economics	Economics
(No courses offered)	Hist. of Economics in U. S.	(No courses offered)

reflect varying provisions for training prospective teachers of the social studies. It should be noted that in none of these social studies do *all* of the 26 schools personally studied offer courses in every one of the five main subjects classed as the social studies. Such a tabular presentation from typical schools personally visited shows lack of balance, specialization in some schools and departments, and failure to provide professional materials in terms of what prospective teachers of the social studies will have to teach.

One other feature of this data on number and variety of titles demands emphasis. There are some courses listed under one or more of the above named social studies which are, in most cases, not readily identifiable with the social studies thus far reviewed. The following illustrate courses found in the catalogs and classed under the social studies. Variety apparently extends even beyond the limits of the conventional lines of demarcation for the social studies.

OTHER COURSES LISTED UNDER ONE OR ANOTHER OF THE VARIOUS DEPARTMENTS OF SOCIAL STUDIES IN TEACHERS COLLEGES

Social Psychology	Typewriting
General Psychology	Library Methods
Social Ethics	Guidance
Ethics	Woodwork
Anthropology	School Manners and Customs
Bible Study	Health Agencies
Accounting	Social Aspects of Modern Science
Current Literature	Public Opinion and the Press
Finance	Human Traits
Commerce	Man's Progress
History of Man	

REQUIRED SOCIAL STUDIES

In Chapter I, in commenting upon the general character of the curriculum, the per cent of subject matter required in various curricula was set forth (See Table V, Appendix). To set in relief the general emphasis upon the social studies we shall again briefly review the main findings of Table V. The conventionally termed professional materials[11] receive generally about one-third of the total emphasis, and elec-

[11]Courses in education and psychology.

tives vary in length of curricula from about 20 per cent for two-year curricula to nearly 40 per cent for four-year curricula. The other subjects commonly required and which receive considerable emphasis are English and the social studies; each of these subject divisions comprises about one-eighth of the total collegiate work of students in the teacher-training institutions under review. Subjects required in some degree (although it must be remembered that Table V shows only composite practice of all types and lengths of curricula) include: Science, about 8 per cent; fine arts, about 6.5 per cent; mathematics, about 4 per cent; and industrial arts, foreign language, and domestic arts, about 1 per cent each.

A recent survey[12] of the historical development of the social studies in public schools shows that until about a decade ago history and geography were the main materials of the present social studies taught in the school. While sociology, economics, and government have made important advances in their struggle for a place in the contemporary school curriculum, they are not as yet required in as high degree as are history and geography. The emphasis to required social studies in Table V, Appendix, shows likewise that history and geography still receive in teacher-training institutions major emphasis—about two-thirds. For all lengths and types of curricula the relative emphasis to the various social studies is similar.

This investigation of catalogs did not particularize down to the next level, namely, exactly what courses in the various social studies are *required.* The investigation of 26 representative teachers colleges personally visited does, however, enable us to generalize somewhat in detail concerning the required work in the social studies.[13] We shall now discuss the *required* work in the social studies for the two main lengths of curricula—the two and four year curricula.

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[12]*Twenty-second Yearbook,* Part II, National Society for the Study of Education, Chapter IV. Public School Publishing Company, Bloomington, Ill., 1923.

[13]Furthermore, one of the present writers (Earle Rugg) has also made a brief analysis of catalog requirements in the social studies in these 26 institutions for the particular courses required in the various curricula under review.

Required Social Studies in the Two-Year Curricula

The evidence (Chart II) of 25 schools having a two-year curriculum[14] shows the number *requiring* the various social studies for graduation from the two-year certificate course. In the lower grades the per cent of entire time required

CHART II

Requirements of the Social Studies for Graduation from Two Year Curricula in 25 Representative Teachers Colleges

	Upper Grades	Lower Grades
Geography	13 schools	14 schools
Geography Methods	4 schools	1 school
History (including History and Civics, History and Constitution)	17 schools	15 schools
History Methods	6 schools	4 schools
Economics	3 schools	1 school
Political Science (including Citizenship, Government, Civics, etc.)	8 schools	6 schools
Sociology	9 schools	10 schools
Social Science for Primary Grades		1 school
Contemporary Civilization	2 schools	2 schools

for graduation from the two-year course which is given to the social studies ranges from two cases with no requirements to one case with 31 per cent; the average is 12.16 per cent. In the upper grades the range is no requiremnt to 28 per cent; the average is 14.8 per cent. The proportion of the total time (about one-eighth) devoted to the social studies confirms the similar proportion found in the data obtained from analyses of catalogs.

History and geography in these 25 institutions personally studied are also found to receive major emphasis. Yet it appears that at most only about *two-thirds* of these institutions (17 for the upper grades and 15 for the lower grades) actually *require* history of their two-year students. In a similar way only about half (13 for the upper grades and 14 for the lower grades) of these institutions actually require geography. Even less attention is given as required

[14]One of the 26 institutions personally visited does not have a two-year curriculum. Data in this section are based upon the manuscript report of Miss Jackson submitted to the Advisory Committee of this investigation.

materials to the subject matter of economics, sociology, and political science as training materials in the teachers colleges personally studied.

Content is apparently given greater emphasis. This is evident from the fact that geography and history methods receive but slight emphasis as required studies in these two-year curricula.[15] An examination of the catalog requirements in these institutions personally visited shows either insufficient attempt to particularize the content in terms of content needed by teachers in given grades, or an assumption that partial training in rather specialized courses will be adequate for the training of these two-year majors. In one institution the upper grade majors may choose one of the following courses—American history, 1700-1800, American history, 1820-1865, Western American history or Social and Industrial history of the United States. The one content course chosen together with a methods course in geography and an "orientation" course in the social sciences (called contemporary civilization) constitutes the sole "professionalized" college work of these two-year majors. In another institution intermediate majors must take the following courses in the social sciences; United States history to 1783, United States history 1783-1840, state history, principles of geography, community civics, and a methods course in history and geography. In still another institution the upper grade work consists of principles of geography, American history, 1783-1816, and political science. Finally, in yet another institution the upper grade curriculum prescribes a major of 20-35 hours and a minor of 15 hours, but does not specify exactly what courses shall comprise the major and minor. Such are typical quantitative requirements of the two-year curricula in the social studies.

It is of course difficult in two years to prepare teachers in the content and methods of the many subjects they will teach in the undepartmentalized elementary grades. Yet approximately one-fifth of the work in the two-year cur-

[15]The issue of professionalization of materials will be discussed in detail in Chapters IV and V.

ricula in the teachers college is *elective.* Certainly more subject matter is needed than a general course in geography (usually limited to one term) when a teacher will have to teach this subject in some one of the grades between 3 and 7; and particularly when most prospective teachers have had no geography since their own study of the subject as pupils in the elementary schools. History is taught in a systematic way in the upper grades. While students have had some history in high school, nevertheless, there is probably a distinct need for a prolonged collegiate course in history as a requirement in their professional training. Sociology, economics, and political science embrace materials as yet not generally and universally required in high schools, yet the background afforded by the subject matter of these courses is doubtless indispensable to teachers of the social studies, and they may likely be called upon to teach these subjects. One can but conclude that even the subject-matter requirements, not to mention method requirements, in the social studies are decidedly inadequate in two-year curricula. The fact that about one-third of the institutions personally visited *do not even require* the materials of social studies is perhaps indicative of the failure to set up a training curriculum in terms of the future teaching activity of these teachers as well as a neglect of relatively mature contact for cultural purposes with certain phases of the world's social heritage and experience.

But even *requirements* are not absolute guarantees of the exact training of a future teacher. For various reasons, requirements are at times waived. Miss Jackson attempted in a limited way to ascertain the extent to which requirements were actually fulfilled. Five to ten record cards of two-year students in the registrars' offices (a total of 201 cards in all) of 21 institutions were examined. Bearing in mind that the results are tentative because the sampling is small, it is noteworthy, nevertheless, that 46.5 per cent (94 cards) showed *less* than the stated requirements in these institutions; 33.6 per cent (68 cards) showed *more*[16]

[16]A possible slight reflection of the fact that some students do use some of their electives for further courses in the social studies.

than the requirements; and 19.8 per cent (40 cards) showed the exact requirements. It was found that the failure of the 46.5 per cent falling *below* requirements to meet prescribed conditions was due largely to conflicts in students' programs and to substitutions made for students entering from other institutions with advanced credits. If requirements set forth are important (and apparently even they are inadequate in terms of the future teaching activity of these students) for the professional training of teachers, it is a rather sad state of affairs that permits almost half of the students, according to this sampling, to fall short of what are at most *minimum requirements* (in two year curricula) in the social studies.

Another phase of the required social studies work in the two-year curricula deals with regulations concerning sequence; that is, provisions which demand that courses show progression and that preliminary or elementary courses be first required as prerequisites to more advanced courses.[17] Of the 25 schools personally visited, Miss Jackson reports that 23 laid down some requirements in the social studies field. In only 2 of these institutions, however, was a sequence *rigidly enforced.* In 3, no sequence was followed, and in the other 18 cases a sequence was "advised" but was not rigidly enforced because of administrative difficulties, chief among them being conflicts in students' programs and lack of enough teachers to offer all of the requirements each term.[18] There is a feeling upon the part of the instructors of the social studies in the teachers college that some measure of sequence is needed, but practice as yet reflects little attempt to particularize the courses to be taken or the order in which they should be studied.

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[17]As a matter of fact, the social sciences show little or no progression or sequence. Both in high school and in college one may take most courses in the social studies without reference to related courses; for example, many students take American history without having studied European history. Furthermore, there is little agreement in four-year curricula as to even the year a given course is offered; sociology is a first-year subject in some institutions and a fourth-year subject in other institutions.

[18]The recent expansion of two-year normal schools into four-year teachers colleges and their greatly increased enrollments as a result of more stringent certification laws and salary increases made dependent upon additional professional training explain partially the difficulties of teachers colleges in providing sufficient courses in the social studies.

Required Social Studies in the Four-Year Curricula

The requirements in social studies, as evidenced in the 19 schools personally visited offering four-year curricula, range from one case with no requirements to one school with 32 per cent of the total credits for graduation required in the social studies. The average is 9.9 per cent. The range in the four-year curricula is thus slightly greater than in the case of the two-year curricula, but the average is less.[19] In 7 cases of 19 the requirements for the two-year curricula are part of the requirements for the four-year curricula.[20] In 6 of these schools more credits in the social studies are required for the four-year curricula than for the two-year curricula, and in one case the requirements are the same for both two and four year curricula. In the other 12 schools the four-year requirements are less than the two-year requirements, leaving the student an opportunity to elect subjects in the special field of his choice.[21]

The explanation offered by instructors in schools where the requirements in the social studies are less for four-year students than for two-year students is the fact that the four-year student is planning to teach in the high school where he will not be called upon to teach the social studies unless he has specialized in them;[22] whereas the two- year student is planning to teach in the grades where he will probably be called upon to teach at least history, geography,

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[19]In arts colleges which also train teachers (chiefly for high school teaching) a major averages about 24 semester hours of a total of 120 hours, or 20 per cent of the hours required for graduation.

[20]As noted in Chapter I, four-year teachers colleges fail to achieve what liberal arts colleges achieve in continuous residence. Because teachers colleges grant diplomas for less than four years (two years for most institutions) they fail to hold many students continuously through a four-year curriculum; moreover most of these institutions fail to provide that the first two years of a curriculum is an essential part of the four-year curriculum. It should be borne in mind that most two-year students in teachers colleges are preparing to teach in the elementary grades whereas the four-year curricula in the social studies are principally designed to prepare students to teach in secondary schools.

[21]Electives in the required curricula studied by analysis of catalog statements of four-year institutions constitute nearly 40 per cent of the total credits for graduation; 76 per cent of the record cards (a smaller sampling, however) of four-year graduates (non-majors) show these graduates to have actually taken more than the average requirement of 9.9 per cent—an indication that electives were in some degree used to supplement by further study the requirments in the social studies.

[22]See Chapter I for contrary evidence on this statement.

and civics.[23] Is the prospective high school teacher any less in need of the broadening influence of more social studies than the grade teacher?

As in the two-year curricula a limited study was made of the record cards of four-year graduates; 113 such cards of non-majors from 15 schools were examined. The requirements were met in 76.1 per cent of the cases; 22.1 showed less than standard requirements.[24]

In the four-year curricula a sequence of courses is rigidly enforced in only two cases and is advised but not rigidly enforced in the other 17 schools having a four-year curriculum. In all schools the instructors of the various social studies point out the desirability of enforcing a sequence. However, they feel that administrative difficulties at present are too great to permit its enforcement.

Opportunity for specialization in the four-year curricula in some fields of the social studies is offered in 19 schools through majors and minors or through electives (See Tables X and XI, Appendix). In 2 out of 19 institutions with data available no specifically arranged curricula are offered in the social studies. In 17 teachers colleges requirements for majors range from 10 per cent of the credits required for graduation to 37 per cent; the average for majors is 21.1 per cent.[25] First minors range from 8 to 24 per cent, the average being 13 per cent for the 14 institutions requiring them. Second minors are found in only four schools, the amounts being respectively 10 per cent in one case, 12 per cent in two cases, and 14 per cent in the fourth case. One school demands neither a major nor minors but does provide 25 per cent of the total credit

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[23]How weak this explanation really is appears when one recalls that but 68 per cent of these same schools require history of their two-year students, 52 per cent geography, and 32 per cent civics. That these two-year students will be called upon to teach in some grade history and geography at least is true. Why then do not *all* these schools require professional college courses of these students in at least history and geography?

[24]Again the explanations for failure to meet requirements were: (1) Conflicts in programs; and (2) substitutions which were permitted in evaluating advanced credits. The fact that a much greater per cent meet requirements in four-year than in two-year curricula is perhaps some evidence that four years might be the minimum length of professional training irrespective of the prospective teaching activity.

[25]This is approximately the same as the requirements for a major in an arts college.

as electives. Four of the schools do not demand minors. Twelve offer some time for free electives in addition to majors and minors; the range is 2.2 to 16 per cent, and the average is 8.6 per cent.[26]

Examples of Specific Courses—Institution 1

Let us now turn to some typical examples of the particularized courses students majoring in some one of the social studies are required to take in order to generalize whether relatively free opportunities for specialization are properly utilized. Several examples will illustrate the particular courses required. In one institution a major in history takes in the first two years, one specialized course in American history as for example, either American, 1700-1800, or Social and Industrial history of the United States and American history 1820-1865 or Western American history; two courses in European history, (early and modern); contemporary history, and the teaching of history and civics in the elementary schools. Students in the first two years are also required to take a course in Introduction to the Social Sciences (a freshman requirement of all students in the college). Majors in this institution also take in the first two years two courses in national and state government. In the third and fourth years' work the only prescribed course is Principles of Sociology (required of all senior college students). Majors in history must take 24 hours in addition to the above outline of the first two years. Twelve hours of sociology, economics, and geography are required but may be distributed over the four-year course.

Majors in geography in this institution must take as junior college requirements Introduction to Social Sciences (a freshman required course), Business Geography, Human Geography, North America, Europe, South America, nature study, Social and Industrial history of the United States, and geography methods for intermediate grades. In the

[26]Whether students utilize this time or how well they utilize this time for electives was not ascertained.

senior college in addition to the core requirement for all students—Principles of Sociology, 20 additional hours of geography to be selected by the student are required.

Majors in sociology, take the two "core" requirements; (1) Civilization 1—Introduction to the Social Sciences; and (2) Principles of Sociology. In addition as departmental requirements they take in the first two years an elementary sociology course, elementary economics, any course in the freshman requirements in the department of history, heredity and eugenics, general anthropology, and one of these courses in the department of geography—business geography, human geography, or geology. In the third and fourth years they are required to take 24 additional hours of sociology; the courses comprising this latter quantitative requirement are selected by the student.

This institution is typical of best practice in particularizing the professional training of prospective teachers of the social studies in four-year curricula. Yet several practices are apparently inadequate in guaranteeing proper professional training. First, the common practice of all colleges including the arts college, of setting up what amounts chiefly to merely a quantitative requirement, is exhibited in the requirements of the senior college; namely, that a student take a certain prescribed number of hours in his major, the composition and character of the course comprising this quantitative requirement being left chiefly, on paper at least, to student choice. Second, the principle of alternatives is apparent in history—the student is again left free to select one or another of special phases or periods of a given field of history. Third, the methods course prescribed for history majors who must complete four years to receive a certificate in this field is the teaching of history and civics in the *elementary* schools, yet these majors are primarily students who wish to teach in the high school, once attaining the bachelor's degree; in geography (again a four-year course) the methods course is restricted to the teaching of geography in the intermediate grades. Sociology majors apparently are not required to take a methods course. Fourth, these requirements demand no progression

or sequence; any course may be taken by any student without reference to prerequisites;[27] for example, in the department of sociology, anthropology and heredity are prescribed in the first two years' work for sociology majors, although they rank as senior-college subjects and are required by other departments only of senior-college students. Clearly the elective principle of the arts college as far as major requirements are concerned is evident in the organization. The materials in the social studies that a prospective teacher will be assigned to teach in high schools into which these students will go to teach are definitely known. There is considerable objective evidence as to the exact subjects required in high school. (See Chapter VI.) Teachers colleges should at least prescribe collegiate courses in fields which majors will be called upon to teach and not leave to student whim or caprice the matter of planning their professional education.

Institution 2

Several institutions use the plan of major and minor requirements. The following degree (four-year) curriculum illustrates this practice. A student may elect to major in the social sciences (history, government, and economics —geography is included in the natural science group). Each student must select a major by the beginning of his junior year to consist of 40 to 60 quarter hours. He may also choose a minor not to exceed 30 quarter hours. If the minor is in the same group (e.g., major, history; minor, economics) the combined credit shall not exceed 75 quarter hours. Twenty hours of the work shall not be open to freshmen and 10 hours shall be in courses in the senior college. However, the particular courses which a student shall take for major and minor requirements are not specified.

No one gainsays the *amount* of requirements for a prospective teacher. Approximately a third to one-half of a student's professional equipment can perhaps be the pro-

[27]Descriptions of the courses in social studies in the catalogs fail to mention prerequisites even for courses numbered as "advanced" courses.

fessionalized subject matter he intends to teach. It is the conviction of the present writers that the elective principle in professional training should at most be applicable in slight degree to permit a student to explore other major fields for personal "background" and cultural purposes alone. If cultural courses have value they should probably be prescribed. Teaching is highly specialized. Training should probably be specific in terms of known evidence concerning required materials to be taught in public schools.

The principle of choosing two subjects for rather intensive training is probably sound. Most beginning teachers, in fact many teachers of long experience, teach two or more different subjects. The present four-year curriculum with an average of 37 per cent elective time at the disposal of students apparently permits a reorganized *prescribed* four-year course of study in which students can be prepared in the exact professional materials of at least two subjects taught in secondary schools.[28]

Institution 3

Space permits but one more illustration of the practices of four-year curricula in the training of teachers of the social studies. In this institution 36 hours are prescribed for a major to include the teaching of history, a year of American history and 18 hours of advanced work; a first minor of 27 quarter hours, 9 of which must be advanced work; and a second minor of at least 18 hours. If a student expects to teach before taking the bachelor's degree, he should take courses in Greek, Roman, medieval, and modern history. In geography, the work is not described in detail. In government there is no prescribed work but students majoring in government must offer a minor in history and 9 hours in economics.

This outline again illustrates the failure to particularize sufficiently the training in terms of a definite job of teach-

[28]In this chapter we are concerned only with the amount and degree of particularization of subject matter. In the next two chapters we shall discuss the character of the training offered, particularly the issue of professionalization of subject matter.

ing in some high school. From a quantitative point of view students are apparently rather well prepared, but their qualitative training can seemingly never be sufficiently assured under the elective principle, nor under any organization which does not prescribe professionalized materials similar to the materials a prospective major in the social studies will teach.

The Issue of Balance in All Social Studies

The earlier discussion of the number and variety of titles shows most of all the extreme limits of specialization as far as the composite picture of practices in course offerings in the social studies in teachers colleges and normal schools is concerned. For particular institutions, specialization is likewise found. Lack of balance in the various social studies offered is decidedly discernible. We earlier emphasized the great number of *different* courses offered and the low percentage of agreement on given courses in all institutions.

Teachers colleges, as noted, are now in many states four-year, even degree granting, institutions. Presumably their work is comparable with the work of any standard arts college. Furthermore, teachers colleges with four-year curricula should be regarded as *professional* schools. They should have the minimum quantitative criterion of other professional schools—four years. Yet the number of courses offered per institution in the 26 schools personally visited ranges in history from 1 to 17, average 7.3 courses (at most—assuming each course equals 4 hours—29 hours); in geography from 0 to 15 courses, average 4.8 courses—19 hours; in sociology from 0 to 6, average 2.3—9 hours; in government from 0 to 9, average 2.3 courses—9 hours; and in economics from 0 to 7, average 1.6 courses—6 hours. The total, as far as the institutions personally visited are concerned, in all social studies averages 14.3 courses, or approximately 57 hours of work. In the catalog analysis the average number of courses offered in history is 8.5; in geography, 5.0; in sociology, 3.1; in government,

2.6; and in economics, 2.7. The total in all the social studies as far as catalog analyses are concerned averages 21.9 courses or 85 hours of work.

No one would gainsay that this total in either case is probably sufficient quantitatively for four-year students provided first that in *each institution* students have opportunities to study each of these social studies[29] and provided, second, that students majoring in one or another of these social studies[30] are required to take sufficient work in social studies other than their major. In fact, such students in some institutions have to use electives to fulfill requirements of 30-75 hours for a major and minor.

Lack of balance in courses offered is also discernible in many of these teachers colleges whose catalogs were analyzed. Table XII, Appendix, illustrates variations in practice. It should be noted that of the 95 institutions claiming to organize their work in a department of social studies, 16 do not include government in this department, 24 economics, 79 geography, 26 history, and 20 sociology. As the table indicates most of these institutions give about one to four courses in each field.[31] Table XIII, Appendix, shows a few typical schools with extreme variations in minimum requirements in the different social studies. School 6 in this table gives 13 courses in history and 3 in sociology. School 3 gives 27 courses in history, 3 in government, 7 in economics, 4 in geography, and 6 in sociology. Such variations, while extreme cases, show decidedly a lack of well balanced training in *all* social studies. The day is probably past when a prospective teacher trained in but one of these subjects is equipped to teach the other major social studies in public schools.

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[29]We earlier gave evidence to show that but 153 of the 186 institutions whose catalogs were analyzed offered government, 172 geography, 181 history, and 157 sociology.

[30]It was pointed out that in general there are three distinct departments of sociology, history (government usually included in this department), geography (in some cases connected with science subjects), and sociology (economics frequently given in this department).

[31]Recall that a median represents as many cases *below* as above the exact median point.

Electives

Averaging all types of curricula, 19.4 per cent of the work in the two-year curricula is elective and 36.98 per cent in the four-year curricula. Perhaps the issue is how shall these elective credits be used. Many students of teacher-training demand that a professional curriculum be highly prescribed in terms of the activities demanded of the profession, with perhaps some measure of prescribed cultural background that should, nevertheless, be professional equipment for a teacher. The problem for the two-year curriculum is more complicated than for the four-year curriculum; in fact, it is probable that a professional course for teachers should consist of at least four years. For the elementary grades teachers, unless redepartmentalization comes, need to be equippd to teach many subjects. It is not to be expected that such teachers can be properly equipped for the various elementary subjects unless they have prolonged, professionalized subject-matter courses in the various subjects now commonly included in the elementary grades — reading, language, spelling, arithmetic, history, geography, civics, elementary science, industrial arts, fine arts, etc.— in addition to the strictly professional materials — education and psychology. A two-year curriculum necessarily condenses into relatively brief three and four hour courses for a term at most each of the above subjects. A two-year course is probably inadequate in terms of needed training. Furthermore, all professions, as noted before, uniformly demand at least four years of collegiate training; to make teaching a profession. this ideal should be sought.

For the four-year group the problem is solved quantitatively. Prospective high school teachers are required, if wishing to meet maximum certification requirements (a requirement secured in arts colleges by virtue of no diploma being issued for less than four years' work), to remain for four years in teachers colleges. We noted earlier that some of the four-year residence work may be completed by extension study. But 37 per cent of the four-year program

in teachers colleges (over a year's work) is left largely to student whim and caprice. Requirements in the social studies apparently show a sufficient *amount* of subject matter required. Moreover, little attempt is made to specify the professional courses to be taken in terms of materials needed for equipping one to teach the social studies commonly offered and required in high schools. Furthermore, many teachers have to teach two or more different subjects. Most of this elective time (37 per cent) might well be used by requiring particularized subjects to guarantee that a teacher be equipped to teach two or more subjects.

Who Has Administrative Responsibility for the Nature of the Courses in the Social Studies?

The authority to determine the organization of the work in the social studies was ascertained in the study of the 26 schools visited to rest in 17 (about two-thirds) of the cases with the president of the school; with heads of departments in 3 schools; with individual teachers in 4 schools; with a committee composed of department heads or with a group of subject-matter teachers in one school in each of the latter cases.

The above data were gathered through conferences with school presidents or their assistants. In 10 out of 17 cases it was stated that while in a general way the president suggests the policy, individual teachers are usually permitted to do as they think best. In 7 of the cases (about one-fourth of the total) very definite regulations are made by the president.

In the three institutions where the responsibility is placed upon department heads the policy is outlined very definitely in two cases. In the third case individual teachers practically follow their own inclinations. In the case of the committee composed of heads of departments a policy is agreed upon by the group and the heads of departments are made responsible for carrying it out in their respective fields. In the case of the entire subject-matter

group acting upon policies, the teachers of the group feel that much is gained in the way of building up an appreciation of the problems and possibilities in each field but that the body is too large to work well.

From the figures above it is seen that in only 10 out of 26 schools is the policy in regard to the nature of courses in the social studies uniformly held to. In all of the other cases there seems to be much doubt as to what the nature of the courses should be; and, this being true, it is left to individual teachers to follow their own wishes. This latter condition may be in part an explanation of the virtual chaos found in the number and variety of titles. Certainly there is clear need for some central agency in each school to study carefully the whole curriculum organization problem, to investigate what the curriculum should be, and to have authority to shape a definite curriculum policy.[32]

Summary

The term social studies is relatively recent and is used to describe as a class the materials commonly taught as independent courses embracing respectively the subject matter of history, geography, civics, economics, and sociology. Much of the content included in these studies is similar in character and organization to the subject matter commonly taught in both elementary and secondary schools. In this latter fact, teacher-training institutions have an important criterion to use in providing proper preparation for teachers of the social studies.

This chapter first shows a tremendous variety in the number of different titles of the various social studies offered as materials to equip prospective teachers to teach these subjects. This variety is due to the prevalent practice of offering many courses for short periods in history and on many specialized phases of the other social studies.

[32]There is just this type of committee with duties of the character mentioned in operation in Colorado State Teachers College, Greeley, Colo. For over three years this committee has been continuously at work on the problem and has, even now, made considerable progress. At least ten studies (chiefly masters' theses) dealing with the professional preparation of teachers have been made; several more are being made; and some of them have been cited in this particular investigation.

Aside from one or two rather general courses in each of the social studies almost all of the courses are thus specialized; apparently reflecting this type of interest and point of view of the instructors rather than an attempt to provide training materials in limited amounts in the subject matter and related materials and methods which prospective teachers will have to teach in public schools.

This chapter shows, in the second place, too large a dependence upon student elections. In the four-year curricula particularly, almost 40 per cent of the work is left open to electives.

In the third place, requirements both in the two-year and the four-year curricula are seemingly deficient in amount in some cases, and generally in content *actually needed for proper equipment as a teacher* of these social studies in public schools. In the two-year curricula, but about half of a representative number of institutions even require geography; and but slightly more than half of these same institutions require history. Yet students whose training is limited to two years will enter upon grade teaching and will there be compelled to teach both history and geography. In the four-year curricula the requirements of the institutions are inadequate. Furthermore, in almost all institutions there is little attempt to specify for prospective high school teachers exactly what courses shall be taken to prepare them to teach subjects commonly required in this field on the secondary level.

In all of the institutions there is a lack of balance and coordination of the content of the social studies. In brief, the philosophy of professional training in the social studies is apparently to offer a variety of specialized materials in various fields and then permit the student to determine largely for himself what subjects he shall choose to study in order to prepare himself as a teacher. Yet, perhaps these students will later teach materials in all or most of the subjects included within the social studies, and in their in-service teaching activity they will be confronted with some tendency to coordinate these materials.

CHAPTER III

THE SUBJECT MATTER COURSES IN THE SOCIAL STUDIES IN TEACHERS COLLEGES AND NORMAL SCHOOLS

Data were gathered concerning: (1) The nature of subject matter courses in the social studies; (2) the methods courses; and (3) related phases of the training problem — rank and character of the work in both content and methods courses, relations with the training and public schools, experimental work and "follow-up" work with graduates. This chapter will present the evidence concerning the subject matter courses; Chapter IV will present the facts concerning the methods courses; and Chapter V will deal with related phases of the general teacher-training problem as applied to the preparation of teachers of the social studies.

The facts gathered for presentation concerning the subject matter courses (dealing with the materials of historry, geography, government [political science], economics, and sociology) show respectively: (1) The objectives sought; (2) the textbooks, references, and topics of the more frequently mentioned courses; and (3) equipment, types of class work, what is tested for and the types of examination used. In generalizing concerning the content work in the social studies in teachers colleges and normal schools, we shall rely, with the exception of questionnaire sheets on the texts, references, and tests used, upon the facts gathered from the study of 26 representative schools visited by Miss Jackson. It was possible by detailed interviews in these selected institutions to secure what is probably much more reliable data than could be secured by any questionnaire study. We did rely upon questionnaires for texts, references, and topics covered because we wished to secure as high frequencies as possible concerning the actual content implied in these courses in all teachers colleges and normal schools.

The Aims and Objectives Set Up for the Social Studies in Subject Matter Courses

The various instructors in the social studies interviewed were first asked to state what they regarded as the chief aims and outcomes—the objectives—of the social studies in their professional courses. Table XIV, Appendix, summarizes what these instructors state to be the aims of the subject matter courses in the social studies.

The first class of aims (A) in Table XIV implies knowledge, with the possible exception of number 4—to make the world intelligible. The second class of aims (B) involves technics or methods. The third class (C) apparently seeks to develop attitudes, appreciations, and ideals.

Table XIV shows the preponderant emphasis in objectives for these courses to be placed upon the Class A type of aims—the acquisition of facts. History instructors, in particular, stress the need of students acquiring facts from the textbook and the class work. The present writers do not gainsay the importance of prospective teachers mastering the subject matter they will subsequently have to teach. The personal investigator states in her report that the instructors asserted that the aims classed under B and C—Technics of Subjects and Development of Attitudes, Ideals, etc.—would be attained incidentally.[1]

The philosophy of the instructors is apparently summed up in the principle that knowledge alone is important.[2] Frankly it is to be doubted that such objectives as (1) how to present the subject matter (method) and (2) the inculcation of the attitudes and appreciations and ideals sought from the study of one's environment and social heritage will be secured incidentally. Technic or method should probably receive a higher degree of emphasis in

[1] "There was full agreement concerning the most important outcomes to be hoped for from education. In all cases where the subject was discussed, instructors agreed that the outcomes should be—high ideals, wholesome attitudes, a sense of responsibility for surrounding conditions, and technics which make it possible to meet the problems arising in these conditions. The disagreement is over the question of whether these outcomes should be aimed at directly or indirectly." (Quoted from manuscript report of Miss Jackson to the Advisory Committee.)

[2] In a subsequent section we shall show that subject matter is paramount in the organization of the entire training program in the social studies.

professional institutions than is indicated in Table XIV. Methods of study receive but approximately 3 per cent of the total emphasis; and "to acquaint students with the literature of the field" (presuming that students need a "background" for their teaching) likewise averages less than 3 per cent in the total emphasis. "To train in the scientific method of treating the subject" is almost neglected; it receives but approximately 2 per cent of the total emphasis. One should note also that some departments do not emphasize at all certain technics such as to teach the use of material other than books, to acquaint students with the literature of the field, and to train in scientific methods of treating the subject, nor do some departments emphasize community leadership and ideals and attitudes involving activities designed to stimulate promotion of progress.

The present writers cannot refrain from criticizing severely the whole program of objectives set up by these instructors of the social studies. As stated earlier, there is a "worship of knowledge" and an implication of transfer or mental discipline in their assumption that technics, attitudes, and ideals will be acquired incidentally. One cannot emphasize too much that teachers colleges are preparing persons to teach and that all information, skills, appreciations, and ideals essential to efficient teaching activity should be set up in objectives directly sought. This does not, on the contrary, imply at all that teachers should not be made to *master* the subject matter they are to teach, but it does emphatically imply that together with a thorough knowledge of *what to teach* there must also be developed a thorough-going program of *how to teach*. The day is past when "faith" can be relied upon to attain any objective.

Two additional tables concerning the objectives sought in the social studies in public schools are included to illustrate how dominant are these same ideas of knowledge for its own sake and discipline. Table XVI, Appendix, shows the rank order of the main objectives set up by specialists in the social studies. Table XVII, Appendix, shows the

emphasis to various objectives as revealed in a careful analysis of test or examination questions in a nation-wide study.[3] Both of these tables confirm the generalization that knowledge and discipline are most sought in the social studies. Objectives such as teaching pupils to study (habits of work), development of attitudes, scientific thinking, and interpretation of the past for use in engaging in present activities are scarcely mentioned.

This discussion of objectives sought is particularly significant in professional training. Here the goal is clearly known—to equip teachers through consciously directed training for definite teaching activities in the public schools. It is possible to discover just what teachers will have to teach in public schools and also what outcomes the public demands of public education. Training institutions should set up training objectives, organize courses to realize these objectives, and test their students to discover if their training program has realized the outcomes expected. We now turn to the nature of the courses offered prospective teachers in the social studies of training courses.

Nature of the Subject Matter Courses in the Social Studies

In Chapter II we noted the general requirements laid down by teachers colleges for training in the social studies. Approximately one-eighth of all the work required is in social studies. We further showed a great variety in the courses offered; in fact but slight agreement was found concerning the materials in history, geography, government, economics, and sociology students in training should study. Insufficient prescription of courses was likewise shown; both in the two-year and the four-year curricula there are marked deficiencies in particularizing materials to be mastered in terms of content these prospective teachers will have to teach.

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[3]Osburn, W. J., *Are We Making Good At Teaching History?* Public School Publishing Company, Bloomington, Ill., 1926.

We have implied in this chapter that content or knowledge of subject matter is predominantly emphasized and that method is at most sought but incidentally. Data were collected concerning the topics taught and the textbooks and references used in order to show exactly what content is most emphasized.

The character of the courses as revealed by textbooks and references used and by topics covered—Two different attempts were made by questionnaires to secure this data.[4] The results of the study made use of herein, however, were distinctly disappointing in the sense that when tabulated there were but 62 different courses returned and but 17 of these 62 were returned with sufficient frequency (10 or above) to make it worth while to attempt to tabulate the data.[5] Space will permit summaries of only the general courses; these include the following courses[6]—American history, (frequency 81); geography, (44); economics, (43); sociology, (47); government (20); history methods, (35); and geography methods, (36). (The last two will be treated in Chapter IV.)

Example 1. *American history—Texts used*: A total of 81 returns was obtained and 39 different textbooks were listed. Only 7 of these textbooks are used in two or more courses:

1.	Muzzey,	*An American History.*
2.	Elson,	*Modern Times and the Living Past.*
3.	Stephenson,	*An American History.*
4.	Fish,	*Development of American Nationality.*
5.	Paxton,	*Recent History of the United States.*
6.	Bassett,	*Short History of the United States.*
7.	Hockett and Schlesinger,	*Political and Social History of the United States.*

Muzzey and Bassett are most used, and they are used in but 8 and 9 courses respectively.

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[4]The first attempt to secure detailed information concerning textbooks and references used failed to secure data that could be effectively summarized.

[5]The data are also so scattered and detailed that we can but summarize briefly in this section. The cost of printing the detailed, scattered evidence in tabular form is too great to permit even summary tables.

[6]See Table XVIII, Appendix, for list of courses common to 10 or more institutions and list of courses not tabulated on the ground that frequencies under 10 prevent significant generalization of practice in the teachers colleges and normal schools.

References used—Over 300 different reference books are listed. Again but little agreement concerning reference books is noted; 114 books are mentioned as being used in two or more courses, but no reference book is used in 10 or more courses.

Topics listed in the courses—Over 350 different topics are listed as being included in the courses in American history. The following are mentioned in 5 or more courses:

1. Development of a spirit of union
2. Territorial expansion
3. The Monroe Doctrine
4. Discovery and exploration
5. Colonization
6. Revolutionary period
7. Slavery
8. Westward movement
9. Inter-colonial Wars
10. Civil War
11. Territorial expansion
12. Granger movement
13. U. S. in the World War
14. Community life
15. Indians
16. Growth of transportation
17. Primitive life
18. Communication
19. George Rogers Clark

The remainder is scattered over a tremendous variety of topics of the field of American history. Apparently one cannot generalize at all accurately concerning what is taught in American history with so slight agreement upon texts, references used, and topics covered.[7]

Example 2. *Geography—Texts used*—A total of 44 returns was obtained but only 21 listed a textbook used and but 8 of the texts were used in two or more courses.

1. Salisbury, Barrows and Tower, *Elements of Geography.*
2. Atwood, *New Geography.*
3. Smith, *Human Geography.*
4. Huntington and Cushing, *Principles of Human Geography.*
5. Branom, *The Teaching of Geography.*
6. McMurry and Parkins, *Advanced Geography.*
7. Brigham and McFarlane, *Essentials of Geography.*
8. Smith, *Commerce and Industry.*

Only the first text in this list is used in even 10 of these 44 courses. Apparently when a text is used—in less than half of the courses, however, a grade textbook in geography is used in many cases.

[7]Our discussion in Chapter II concerning the highly specialized character of most history courses should be recalled; most courses are for short periods, viz., 1492-1763, 1763-1789, 1789-1829, etc.

References used—In 44 courses 153 different reference books are listed. The following are the ones listed 10 or more times.

1. Branom, *The Teaching of Geography.*
2. Smith, *Teaching of Geography by Problems.*
3. Smith, *North America.*
4. Huntington and Cushing, *Principles of Human Geography.*

The remainder of the references includes elementary grade textbooks, geography readers, books on the teaching of geography, specialized treatises on economic geography, climate, etc., and atlases.

Topics listed—In the 44 courses in geography, 223 different topics were listed. Those mentioned in 5 or more courses (but none mentioned by more than 18 courses) include:

1. Geographical principles
2. Meaning of geography
3. Influences of environment on man
4. Geography of most important U. S. regions
5. Geography of leading countries
6. Relation to nations—independency
7. Ocean currents
8. Planetary wind systems
9. Latitude and longitude
10. Rotation
11. Revolution
12. Standard time
13. Map drawing
14. Climate
15. Surface water
16. Topical vs. type method of teaching
17. Project and problem method
18. Regional geography
19. Geography correlated
20. Home geography
21. Mineral influence on man's activities
22. Projects
23. Atmosphere
24. Relief features

Example 3. *Economics—Texts used*—A total of 43 returns was reported, and 15 different texts were reported in use. Those used in 5 or more courses, (5 others were reported as used in 2 to 4 courses) included:

1. Seager, *Principles of Economics.*
2. Ely, *Outlines of Economics.*
3. Carver, *Principles of National Economy.*

Only Ely is used in half (22) of the courses.

References listed—A total of 138 reference books was reported as used in the 43 courses in economics. Those used in 5 or more courses (none used in more than 18) include:

1. Seligman, *Principles of Economics.*
2. Adams and Sumner, *Labor Problems.*
3. Taussig, *Principles of Economics.*
4. Taussig, *Tariff History of the United States.*
5. Clay, *Economics for the General Reader.*
6. Marshall, *Principles of Economics.*
7. Hamilton, *Current Economic Problems.*
8. Seager, *Principles of Economics.*
9. Felter, *Modern Economic Problems.*

Topics listed—Of these 43 courses in economics a total of 151 topics was listed (none by more than 17). Those common to 5 or more of the courses include:

1. Production
2. Value and price
3. Money and credit
4. Trade cycle
5. Protection and free trade
6. Business organization
7. Rent
8. Tariff problems
9. Monopoly
10. Business combinations
11. Labor problems
12. Interest
13. Transportation
14. Banking
15. Taxation
16. Distribution of wealth
17. Wages
18. Capital
19. Economic development of the United States

Example 4. *Sociology—Texts used*—A total of 47 returns for courses in general sociology was obtained, and 26 different texts were reported; the 3 in use in 5 or more courses (7 other texts were used in 2 to 4 courses) include:

1. Ross, *Principles of Sociology.*
2. Hayes, *Introduction to the Study of Sociology.*
3. Ellwood, *Sociology and Modern Social Problems.*

References listed—A total of 179 reference books was listed as used in these 47 courses in sociology. Those used in 5 or more courses (none used in more than 24) include:

1. Hayes, *Introduction to Sociology.*
2. Sumner, *Folkways.*
3. Ellwood, *Sociology and Modern Social Problems.*
4. Cooley, *Social Organization.*
5. Blackmar and Gillin, *Outlines of Sociology.*
6. Ross, *Principles of Sociology.*
7. Park and Burgess, *Introduction to the Science of Sociology.*
8. Ross, *Social Psychology.*
9. Ross, *Civic Sociology.*
10. Dow, *Society and Its Problems.*

Topics listed—Of these 47 courses in sociology a total of 263 topics was listed (none more than 16 times). Those common to 5 or more of the courses include:

1. Nature of society
2. Population
3. The family
4. Immigration
5. Social control
6. Social organization
7. Education—the school
8. Religion—the church
9. Crime
10. Poverty
11. Divorce
12. Social processes
13. Heredity and environment
14. Race problems
15. Public opinion
16. Social evaluation
17. Social institutions
18. Social origins

Example 5. *Government—Texts used*—A total of 20 returns was made for courses in government or general political science and 7 different texts were listed as used. Only two were used in 5 or more courses, as follows:

1. Munro, *Government of the United States.*
2. Beard, *American Government and Politics.*

References listed—A total of 84 references was reported in the 20 courses in government. Those used in 5 or more courses (none used in more than 8 courses) include:

1. Beard, *American Government and Politics.*
2. Bryce, *American Commonwealth.*
3. Munro, *Government of the United States.*
4. Ogg and Ray, *Introduction to American Government.*

Topics listed—A total of 105 topics was listed in these 20 courses in government, but no topic was common to more than 7 courses. Those mentioned in 5 or more of the courses include:

1. Political parties
2. Powers and limitations of Congress
3. Executive department of United States Government
4. Judicial department of United States Government

Interpretation concerning the character of the work in the social studies by textbooks listed, references used, and topics covered—Only relatively systematic courses were cited in the examples above; in fact, most of the courses listed as common to 20 or more institutions were the general courses.[8] This analysis shows that it is well-nigh impossible to discover *in detail* the character of even systematic courses in the social studies.[9] No texts, reference

[8]Variety in course titles is largely due to highly specialized courses in many phases of a broad field.

[9]The first attempt to discover the nature of the work was by analysis of the description of the courses in catalogs; this method had to be discarded as impracticable.

books, or topics were listed in even half of the institutions; in fact, the criterion that a text, reference, or topic should be common to at least five courses yielded relatively very few texts, references, or topics of the large lists submitted for the courses in the social studies.

To generalize concerning the textbooks used one should first note that these textbooks varied in character; in some courses many textbooks listed were sub-collegiate in rank (also in common use as textbooks in the grades or high school). Such books as McMurry and Parkins' *Advanced Geography,* and Brigham and McFarlane's *Essentials of Geography* (grade textbooks) were listed as textbooks in the systematic course in geography. Ellwood's *Sociology and Modern Social Problems* is used in high school in sociology, and in Problems of Democracy, and is likewise the text in some training courses in sociology. Second, many of the books listed are collegiate treatises of the field written by outstanding specialists and scholars. Third, some texts listed apparently cover but special phases of the general field; for example, in American history, Paxson's *Recent History of the United States;* in geography, J. R. Smith's *Commerce and Industry;* and in sociology, Cooley's *Social Organization.*

To generalize concerning reference books one notes, in the first place, that many references mentioned most frequently are textbooks; that is, the books listed by some instructors as textbooks are listed for other courses as reference books. Second, many of the reference books are again treatises written by outstanding scholars in the field; the pity is that there is but slight agreement in these institutions as to *common* reference books. Third, many of the reference books are hightly specialized; they apparently cover but narrow phases of the systematic course. This use of specialized references is justifiable if some agreement could be reached insuring wide, vicarious contact by means of outside reading with a sufficiently broad range of special phases of these systematic courses. A tabulation of references from these institutions shows a long and varied list of collateral materials but apparently only a

very few of several hundred such books are referred to in as many as five courses, and in no cases are such references even common to half of the institutions under review.

To generalize concerning the topics covered (the third means used to discover the character of these courses) one notes in the first place that in the systematic courses cited as examples a total of 1645 topics was listed, but only 105 were common to 5 or more courses, and none was common to more than 24 courses in any field for all of these institutions under review. In general an average of 14 topics per course was listed. To state this conclusion in another way, only about 7 per cent of the topics listed are common to 5 or more courses. In other words, there is a tremendous range in the topics apparently discussed in these courses. Second, while for these courses the topics viewed as a whole imply that a systematic course is given, the fact that but a slight proportion of all of the institutions mention even topics implying large units of subject matter is probably additional evidence upon which to conclude there is not clear agreement upon the character of the courses to be offered to professional students in training.

The nature of class work in content courses—The dependence of American teachers on textbooks is well known. Apparently the text is almost the sole vehicle of instruction in high school and in college. It is an important tool.

In data gathered in 26 teachers colleges concerning the length of assignments, the following classification (Chart III) was found possible (See p. 53).

In all fields instructors follow rather closely a textbook organization or use large units where they are likewise guided by the organization of a textbook. There is little disposition to follow a course of study (which in the grades determines considerably what is taught); indeed, in the next section we shall show that few institutions are even equipped with copies of public school courses of study. (See Table XIX, Appendix.) The only disposition to use a syllabus, implying at least some independent thought and

CHART III

ORGANIZATION OF COURSES IN THE SOCIAL STUDIES IN TWENTY-SIX REPRESENTATIVE TEACHERS COLLEGES

	Guided by Textbook	Large Units Requiring 2 Weeks or More, But Implying Textbook	Follows Outline of Course for Grades	Follows a Syllabus
History	79 classes	85 classes	2	— classes
History Method	2 classes	11 classes	—	3 classes
Geography	25 classes	101 classes	—	— classes
Geography Method	4 classes	7 classes	5	1 class
Sociology	24 classes	38 classes	—	— classes
Pol. Science	10 classes	46 classes	—	4 classes
Economics	16 classes	19 classes	—	8 classes
Social Science	2 classes	— classes	3	1 class
Social Science method	9 classes	4 classes	—	— classes

organization on the part of the instructor, is found in courses in political science and economics, and here only a small per cent of the instructors apparently follow such an outline.

Table XIX, Appendix, shows the equipment other than textbooks[10] found in 26 teachers colleges personally studied. Equipment other than textbooks is not emphasized a great deal; in fact, with the exception of maps, other equipment is supplied for use in these classes under review in but slight degree. Besides maps available in practically 100 per cent of the history and geography courses, other equipment available to some extent includes: (1) charts, (2) current literature, (3) globes, (4) slides, and (5) pictures. Only 2 courses of 188 in history and 26 of 126 in geography have available courses of study of the public schools which next to a textbook determine in high degree *what is taught* in public schools, at least between grade 1 and 8.

Excursions and field trips are apparently not emphasized a great deal (See Table XIX-B, Appendix). Professional training is confined, it would appear, almost exclusively to class work—reading, discussions, lectures, and written work-papers, notebook work and tests.

[10]We have earlier given the evidence concerning what textbooks and references were actually used.

Table XX, Appendix, shows the number of times various types of classroom proceedings were mentioned in content courses in the 26 teachers colleges personally visited. The chief conclusion to be drawn is that there is serious overlapping between various types of classroom procedures—discussion, recitation, reports, and lectures.[11] Apparently the data show a combination of classroom methods to be used. Probably the instructors lecture part of each class hour, conduct oral "re-citations" to check up partially the study of assigned reading, attempt to provoke discussion of the main implications of the assignment, and even utilize special reports. Very little use is made of summaries or of the problem method. The present writers raise the question: Wherein is this classroom activity different from the conventional classroom activity of the public school classroom? Apparently only in the fact that the instructor in the teachers college "lectures" more!

Table XXI and XXII, Appendix, reflect, partially at least, what is expected as outcomes and methods of testing the outcomes sought in the subject matter courses in the social studies. It will be recalled that Table XIV showed that instructors placed greatest emphasis on the objective implying acquisition of facts or knowledge.[12] Table XXI certainly confirms this emphasis upon knowledge. The one outcome most tested is *information;* all history courses stress it, all but 5 of 126 geography courses, and the preponderant majority of courses in sociology, economics, and political science expect it. The only other outcomes stressed in any high degree likewise imply knowledge: (1) Organization of subject matter; and (2) understanding. On the contrary, instructors in the social studies apparently do not in their testing at least seek to measure in any high degree (1) attitudes, (2) accuracy, (3) ability to present

[11]The investigation did not distinguish these terms; apparently a recitation implies telling in class what has been studied outside, chiefly from the textbooks; discussion implies thought-provoking questions and answers of materials studied by both instructor and students, implying more than a re-citation of the facts as organized in the reading materials assigned; lecturing implies that the instructor does all the talking—the common indictment of class work is that the teacher talks 80 to 85 per cent of the time.

[12]These professors in the teachers colleges frankly told the personal investigator that technics and ideals and attitudes, were to be attained incidentally and hence should not be directly sought as objectives.

the work in a clear and interesting way, (4) extent of reading, (5) growth in the field, (6) judgment, (7) knowledge of the literature of the field,[13] (8) observation, (9) reasoning power, and (10) teaching ability.[14]

Table XXII shows the types of examinations used by the instructors in the institutions personally visited. Apparently oral and written quizzes and tests of the conventional essay variety are most used.[15] There is some use made of the newer types of tests such as the true-false and completion form, but the newer types are used in much less than half of the courses. Term papers are required to some extent in history, geography, and sociology courses. Notebooks and reading reports are apparently not much tested except in history in about one-sixth of the courses. Map work is alone tested in geography in one-sixth of the courses. The testing is, by implication, largely to check up the main objective stated in Table XIV—acquisition of facts or knowledge.

Tables XIX to XXII, with additional evidence given in this section, apparently show the courses in the social studies to be conventional subject matter courses. Textbooks are depended upon largely; the class work consists partly of the re-citation of the facts and of discussion and lecturing. The student is tested sporadically to discover if he has mastered the facts of the course.

Summary

This chapter has reviewed two types of evidence concerning the subject-matter courses in the social studies: (1) The quantitative data as given by two sources, (a)

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[13]Cited in only 1 of 188 courses in history and in none of the other social studies. This confirms Table XIV. Only 2.5 per cent of the total emphasis to aims was given to a knowledge of the literature of the field. This objective, in the judgment of the present writers, in a broad sense is the real objective of all professionalized subject matter courses. If it is not, the implication is that knowledge is confined to the narrow facts of a textbook course.

[14]Possibly this latter outcome is not a legitimate outcome of a content course, but in a professional school ability to engage effectively in the duties of one's profession is paramount.

[15]This is exactly what Osburn found in his analysis of testing practices in public schools in history. Identify, give, what, name, define, write, how, who, when, discuss, explain, where, outline, trace, etc., comprise the main types of essay questions. See Osburn, W. J., *Are We Making Good At Teaching History?* Public School Publishing Company, Bloomington, Ill., 1926.

the actual statement of instructors of the social studies in 26 representative teachers colleges as to the extent of professionalization, and (b) the classification of course titles in catalogs of 180 teachers colleges—in both sources it was found that over three-fourths of the work was strictly content or non-professionalized; and (2) the data collected which reveal (a) dependence of textbooks, (b) equipment, (c) types of classroom activities, (d) what is tested for—outcomes expected, and (e) kinds of tests used—all this evidence but confirms the lack of a clear-cut program of professionalized subject matter.

In brief, as the several sources of evidence show—the statements of objectives, classroom activities, outcomes tested, and tests used—the instructors apparently place greatest stress upon knowledge of the facts of the various courses offered. Very little attention is directed to the development of technics, appreciations, attitudes, and ideals. The concept of knowledge is further a narrow one to be obtained seemingly from a relatively narrow range of reading[16] and class discussion.

True it is that instructors admit the need of imparting to students concepts of the function of these social studies in public schools—of instilling in these prospective teachers a mastery of the real purposes and utility of the social studies, the content of greatest social value, effective learning technics, tests to check mastery of materials studied and objectives set up; in fact a real professional grasp of the materials these students elect to teach in some public school. We now turn to the evidence gathered which compares the actual attempts at professionalization of the courses in the social studies with the ambitions of the instructors just cited to realize this organization.

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[16]Attempts were made to generalize concerning library facilties for collateral reading required by the instructors in the teachers colleges and normal schools. But it was found that the burden of checking library reference books was too heavy. No conclusions can safely be drawn from the slight evidence gathered except to assert tentatively that with limited support libraries in teachers colleges do not probably provide any great amount of collateral materials. Moreover, when there is little agreement on the part of instructors as to what the reference books in even general courses should be, can it be expected that libraries will provide the requisite supplementary materials for the students? Opportunities of students to acquire knowledge of the subject matter of a given course (as a rule somewhat specialized) are, in all likelihood, restricted to the text used and a limited number of reference books.

CHAPTER IV

THE METHODS COURSES IN THE SOCIAL STUDIES IN TEACHERS COLLEGES AND NORMAL SCHOOLS

The facts gathered concerning the methods courses likewise included a study of: (1) The objectives sought; (2) the textbooks, references, and topics of the more frequently mentioned courses; and (3) types of class work, equipment, and testing materials.

It should be emphasized at the outset that methods courses receive relatively but slight emphasis. In the catalog analysis, summarized in Chapter II, about 17 per cent of the 1529 different titles listed were labeled methods courses.[1] In the schools visited the special investigator sought to discover from personal interviews with the ininstructors (the evidence upon which this chapter is principally based) whether the entire program of teaching the social studies was professionalized; that is, whether the materials of history, geography, government, economics, and sociology were taught in a functional way or whether the use and methodology of them in public school teaching was stressed. The fact that but 22 per cent of the instructors personally interviewed claimed to have professionalized their work leads the present writers to conclude that methodology implying an apparently justifiable functional treatment of subject matter in a *professional* school is represented by scarcely more than the amount of work offered in *methods* work. As noted the total amount of this work represents scarcely a fifth of the training prospective teachers of the social studies may obtain. We now turn to types of evidence gathered concerning the nature of the methods courses.

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[1]In the 26 institutions personally visited methods courses in history were found in one-fifth of the schools, and geography methods courses were found in one-ninth of the schools.

The Aims of the Methods Courses

Table XV confirms the conclusion in several ways that method or technic is not emphasized. Whereas there is overwhelming agreement that knowledge is the chief direct objective to be sought in the content courses, one notes in Table XV that there is a wide scattering of aims for methods courses; with but two exceptions for both history and geography method courses there is but slight agreement as to what outcomes are expected in methods courses.

In the next place it should be noted that in each of the fields one of the two most emphasized outcomes is "to supply content." History courses alone (and they in less than half of the different aims stated) seek as an outcome—"to acquaint students with method." In fact, of the fifteen different objectives obtained in the interviews with instructors of the social studies but numbers 3 to 8 inclusive (Table XV)[2] are strictly to be classed as objectives to be sought in methods courses. There is, with the exceptions noted above, practically no agrement as to what a methods course should accomplish. Is not the fact that most emphasis is placed upon knowledge or subject matter a partial explanation of this deficiency? Yet the departments are vital units in a professional school, and their students are not studying history and geography chiefly for the intrinsic personal and cultural values of these subjects. Rather these departments should be trying to equip prospective teachers to teach children these materials. Apparently the philosophy that technics and ideals will be attained incidentally is likewise held in the objectives sought for methods courses.[3]

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[2]No. 3—To acquaint students with courses of study used in public schools; No. 4—to acquaint students with methods; No. 5—to give practice in organizing units of work for teaching; No. 6—to acquaint with references; No. 7—to acquaint with the interests of children in the different grades and the use of their interests in determining history material to be used; and No. 8—to acquaint students with histories to be used along with history work.

[3]Yet for many years the charge has been made that teachers colleges give too much attention to method and too little to content!

The Texts, Topics, and References of Methods Courses

Example 1. *Teaching of history—Texts used*—Of a total of 35 courses, 12 different texts were used. The only texts used more than once, however, are:

1. Tryon, *The Teaching of History.*
2. Johnson, *Teaching of History.*

References listed—A total of 143 reference books was listed in the 35 courses in the teaching of history. Those mentioned as in use in 5 or more of the courses (none in more than 12 courses) included:

1. Tryon, *The Teaching of History.*
2. Johnson, *The Teaching of History.*
3. McMurry, *Special Method in History.*
4. *The Historical Outlook,* (a magazine for teachers of history)
5. Kendell and Stryker, *History in the Elementary Schools.*
6. Wayland, *How to Teach American History.*
7. Simpson, *Supervised Study in History.*
8. American Historical Association, *Report of the Committee of Eight.*

Topics listed—A total of 283 topics was listed in the 35 courses on the teaching of history. Those common to 5 or more courses (none mentioned in more than 10 courses) include:

1. Aims and objectives of history
2. Various types of history recitations
3. Selection and use of historical library
4. Collection and use of illustrative materials
5. Teaching how to study history
6. Methods of study and teaching
7. Maps
8. Use of textbook
9. Use of pictures
10. Testing results of history teaching
11. Dramatization

Example 2. *Teaching of geography—Texts used*—A total of 36 methods courses in geography was listed and 23 different textbooks were listed. Only 3 texts are used in more than 5 institutions, as follows:

1. Branom, *The Teaching of Geography.*
2. Brigham and McFarlane, *Essentials of Geography.*
3. Smith, *Human Geography.*

References used—A total of 108 reference books was obtained in these 36 methods courses in geography. Those common to 5 or more courses (none common to more than 10 courses) include:

1. Branom, *The Teaching of Geography.*
2. Sutherland, *The Teaching of Geography.*
3. Smith, *Teaching Geography by Problems.*
4. McMurry and Parkins, *Advanced Geography.*
5. Huntington and Cushing, *Principles of Human Geography.*
6. McMurry, *Teaching by Projects.*
7. Dodge and Kirchway, *Teaching of Geography.*
8. Holtz, *Principles and Methods of Teaching Geography.*
9. *The Journal of Geography* (A magazine for teachers of geography.)
10. Brigham and McFarlane, *Essentials of Geography.*
11. Barrows and Parker, *Journeys in Distant Lands.*
12. Smith, *Commerce and Industry.*
13. Carpenter, *Geographic Readers.*
14. Allen, *Geographic Readers.*
15. *National Geographic.*

Topics used—In 36 methods courses in geography, a total of 270 topics was listed. Those common to 5 or more courses (none mentioned in more than 12 courses) include:

1. Objectives in geography
2. Map drawing and study
3. Type lessons
4. Lesson plans
5. Project method
6. "Journeys"
7. Tests
8. Problem method

Interpretations concerning the methods courses—As noted concerning the subject matter courses there is great variety implied in the particular methods courses by individual instructors; apparently each teacher of method in the social studies is almost "law-unto-himself" in determining what to emphasize in his course in method. The present writers would not deny the professors of the social studies in these institutions relative freedom to organize their courses, but in all phases of preparation of teachers of the social studies in the teachers colleges and normal schools there is apparently no fundamental criterion used as a basis for determining what to teach students preparing definitely for professional activity. The present writers suggest that a study of progressive practice in the teaching of the social studies in public schools (See Chapter VI for a detailed description of this) might contribute much to a

better organization of pre-service training and also to a needed coordination of training and practice in the field. While frequencies of agreement are low there is some evidence from the titles of the texts and references included and from the topics listed that methodology is stressed. Yet the instructors interviewed emphasize the importance of *knowledge* in the objectives sought and in the tests. There is some evidence in the composite table that a few instructors endeavor to acquaint prospective teachers of the social studies with the literature of the field. Duplication of strictly education courses is implied in the listing of books dealing with how to teach, psychology, curriculum, and the like. Furthermore, the very considerable educational research dealing with studies of social and learning needs of pupils in history, geography, civics, economics, and sociology is not found.[4]

Other Phases of the Methods Courses

Some students of the problem of professional preparation of teachers demand that all courses be professional in character. The organization of the social studies in teachers colleges at present by implication at least does not accord with this theory. Each department separates its courses in methods—implying professional treatment of subject matter— from content courses—implying seemingly knowledge for its own sake. The present writers do not wish to generalize definitely whether the theory of professionalized courses where content and method are unified is justifiable or not. They would, however, venture to conclude on the basis of the data gathered in this investigation that there is insufficient emphasis to method and other needed professional treatment and possibly too much emphasis to subject matter for its own sake. This is evident in the large number of special courses in content offered where the criterion is the available evidence of subject matter now actually taught on various levels in public

[4]For example, no mention is made of the summaries of educational research in the social studies in the *Twenty-Second Yearbook*, Part II, National Society for the Study of Education, Public School Publishing Company, Blomington, Ill., 1923, and the *Third, Fourth, Fifth, and Sixth Yearbooks*, Department of Superintendence, National Education Association, Washington, D. C., 1925, 1926, 1927, and 1928.

schools. The departments of the social studies in teachers colleges and normal schools, with the same amount of time as they now have for relatively specialized courses, might teach both the content and method demanded for each differentiated curriculum. The present writers do not generalize whether this should be done in one unified, professionalized subject matter course, or whether it should be taught in the present conventional separate courses in content and method.

We now turn to a more detailed discussion of these separate methods courses in the social studies.

We noted earlier that approximately one-fifth of the emphasis is given to methods work; in fact in history but 4.6 per cent of the instructors in representative teachers colleges personally interviewed claim to have professionalized their work, and only 18.2 per cent of the instructors in geography. Likewise it will be recalled that we earlier summarized the texts, references, and topics covered in these two types of methods courses. We shall summarize this evidence again here to emphasize the first type of evidence concerning the nature of methods work. There were 35 returns made for courses in each type of methods. In the former, the methods books by Tryon and Johnson dealing chiefly with the teaching of history are used in 10 and 11 of the 35 courses. Knowing the professional character of the texts, it may be said that about two-thirds of these methods courses list a textbook that treats of many professional phases of the subject of history. In geography the agreement is not clear, even though there is more emphasis to methods than in history (18.2 per cent versus 4.6 per cent). In geography, 9 of 35 courses used a methods book —Branom, *The Teaching of Georgraphy.* The two other texts listed as used in 5 or more cases (in both in only five courses) are not methods books but grade textbooks in geography. Perhaps how to teach is best presented by illustration from commonly used grade textbooks. The reference materials in both cases are excellent as lists. Unfortunately there is practically no agreement in the use of any given reference book; in fact the only books listed with

any frequency at all are books of similar import to those also listed as textbooks. The topics listed for both courses also cover a tremendous range—283 different topics in history and 270 in geography, showing some tendency to make methods courses virtually encyclopedic in character. The common topics, but none agreed to in more than 12 courses, emphasize aims, types of recitations, tests, etc., apparently implying treatment of conventional materials in method. We now turn to the other data collected by personal study concerning these methods courses.

Table XXIII, Appendix, shows the number of times various types of classroom procedure were mentioned in methods courses in 26 teachers colleges personally visited. As in the content courses, apparently a combination recitation-discussion-lecture method is used. The returns are so scattered, however, for both types of methods courses that it is almost impossible to generalize accurately. There is agreement at most on any combination in but approximately a fourth of the institutions under review. And the various topics implied in methods courses—lesson plans, supervised study, excursions, use of equipment, etc.,—are scarcely reflected in this tabular presentation of the nature of classroom procedure. If instructors in the social studies do attempt to teach the conventional devices and methods of teaching these subjects, they seemingly carry it on in the guise of a combination recitation-discussion-lecture method.

Table XV, Appendix, confirms the lack of clear-cut principles of classroom procedure in the actual objectives in methods courses stated by the teachers of these courses in 26 representative institutions. In history, besides giving the students methods, instructors attempt most of all to supply content. In geography, besides endeavoring to acquaint students with references, these instructors likewise attempt to supply content. From the data gathered this objective is sought through emphasis to textbook materials. In only 2 methods courses in history (of a total of 43 in the personal investigation) and in 1 methods

course in geography (of a total of 50) do these instructors aim "to acquaint students with courses of study used in public schools."[5]

Other objectives mentioned in but slight degree (1 to 4 cases) include: (1) To give practice in organizing units of work for teaching; (2) to acquaint students with the interests of children in the different grades and the use of their interests in determining material to be used; (3) to acquaint students with stories to be used; (4) to develop a critical attitude toward the content of the grade courses; and (5) to prepare students to teach.[6]

Yet one might ask: Are not the latter objectives vital to proper professional treatment of subject matter? It is, of course, possible that these slightly emphasized aims (such as the five enumerated in the preceding paragraph) may be implied in the general objective most emphasized for methods courses in history and social science (but not for similar courses in geography)—"to acquaint students with method."

The significant fact is, however, that these instructors personally interviewed apparently are not clear as to exactly what should be sought as objectives in methods courses, or else there would be some real measure of agreement rather than a scattered list of aims and outcomes on the objectives sought in the courses where professional treatment of subject matter is at present most likely to be given.

Observation of lessons is provided in but 28 per cent of the history and 26 per cent of the geography courses. This implies that the methods courses are largely theoretical and hence somewhat abstract.[7]

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[5]Yet courses of study at least in the elementary grades determine very considerably what is taught. Seemingly courses of study are as important equipment in a professional institution as are textbooks used in the public schools.

[6]"Here again the explanation given for slighting the professional side was lack of experience on the part of the instructor in the teaching of the grades and high school." (Quoted from manuscript report of Miss Jackson to the Advisory Committee.)

[7]In a subsequent chapter (VII) we shall comment upon the hiatus between the professional activity of these content departments and the activity of the training schools.

Table XXIV, Appendix, shows what is tested for in 26 teachers colleges personally visited. In other words, this table shows the outcomes expected from the methods courses. Table XXI, which summarizes what is tested for in content courses, confirms the above conclusion emphasized earlier that information or knowledge is expected[8] in approximately half of these colleges under review. It is true that in methods courses the instructors likewise emphasize application of principles of teaching. But in Table XV—Chief Aims of Methods Courses—one fails to find principles of teaching emphasized as an objective to the degree that content implying knowledge is emphasized. The other outcomes expected (Table XXIV) are demanded in but slight degree, particularly (1) judgment, (2) reasoning, (3) extent of reading, (4) ability, and (5) growth.

Table XXV, Appendix, shows the types of examinations used in methods courses in 26 teachers colleges personally visited. One notes as great a variety of methods of testing in methods courses as in content courses. The only points tested in any great degree (and in no type do more than one-third of the courses agree) are: (1) Written discussion; (2) lesson plans; and (3) written quizzes. It should be noted that while the making of lesson plans is stressed as the element most tested, it is not mentioned as an objective (Table XV), as an element of classroom work (Table XXIII), or one of the points tested for (Table XXIV). Furthermore, the testing of lesson plans is, it would appear, largely theoretical; in about three-fourths of these institutions students fail to secure opportunities to observe actual lessons in the training schools.[9]

Among the things tested for in slight degree or not at all are such points as: (1) Notebook work (outlining of materials for use in teaching[10]); (2) practical applications

[8]Again may we state that we do not quarrel with emphasis upon knowledge. Prospective teachers need to master permanently the materials they will subsequently teach, but the implication here is that it is knowledge for its own sake that should be chiefly tested. Otherwise, besides knowledge these instructors would be emphasizing the technics and appreciations, attitudes, and ideals of professional materials.

[9]The present writers believe that lesson plans should be tested in actual practice while the student is taking his practice teaching in the training school.

[10]This particular item was the most helpful element of professional treatment that one of the present writers (Earle Rugg) obtained as an inexperienced teacher of the social studies from his own methods course under Dr. R. M. Tryon of the University of Chicago.

of the classroom[11]; (3) reading reports; (4) reviews (examination and study presumably) of textbooks; (5) term papers; (6) map work[12]; (7) problem type; (8) participation; (9) selection of questions from texts; (10) inventory test before and after unit is studied; and (11) use of standard tests.[13]

Summary

The data upon which the generalizations of this report are based show primary emphasis to be placed upon a tremendous variety of subject matter courses. These courses are highly specialized, and, as a result, lack of balance and prescription of actual materials to be taught on different levels of public school work is evident. Furthermore, prospective teachers are seemingly handicapped by insufficient opportunity to acquire the necessary knowledge and skills embraced in what might be termed proper professional treatment of subject matter. The present writers believe that in an institution whose task is, or should be, solely to train teachers, a functional treatment of the materials offered is the only proper treatment.

The types of evidence reviewed in this chapter show insufficient stress to method. Even in methods courses, knowledge of subject matter is emphasized. Both in the objectives sought and in the data concerning what is tested for information (content) is the predominant element stressed.

The data concerning texts and references used and topics included in methods courses represent in a composite way a fair picture of the professional literature designed to give

[11]Only 1 methods course in history tests this: to administer it effectively the methods work must be closely coordinated with the work in the training schools. At present, as we shall show in the next chapter, there is almost no proper coordination between the two.

[12]Yet practically all instructors in history and geography report that they have maps as basic equipment; in fact it was, as noted in discussing Table XIX, the one item of equipment aside from reading materials that is furnished almost without exception to instructors in history and geography.

[13]In fact, new types of questions such as true-false and completion questions are not used in any high degree in methods courses.

prospective teachers an adequate background of professionalized treatment of subject matter. But the frequencies of mention to each particular item are so low that one cannot safely conclude that the composite picture describes adequate professional treatment of subject matter in each representative institution personally visited.

CHAPTER V

SPECIAL PHASES AND PROBLEMS OF PREPARING TEACHERS OF THE SOCIAL STUDIES

Thus far we have summarized and interpreted the data gathered from two sources (1. catalog analyses of approximately 180 teachers colleges and normal schools, and 2. a personal investigation of twenty-six representative teachers colleges) and have shown: (1) The general provisions for the social studies of the teacher-training institutions; (2) the nature of the subject matter courses; and (3) the nature of the methods courses. We now turn to other evidence of the character of the work in the social studies in these teachers colleges and normal schools.

Problem 1. Are the Courses Collegiate in Rank?

It should be emphasized at the outset that the content of these courses is apparently similar to content that is subcollegiate in rank[1]. This similarity does not, however, necessarily mean that the courses are *not* collegiate in rank. But a recent study[2] raises serious questions of possible duplication of high school and college work. While this study by Koos dealt with junior colleges, it is probable in view of the evidence on texts, references, and topics noted above that some duplication exists in teachers colleges and normal schools. Koos states his findings as follows: "The salient facts are that a full fifth of all work offered to freshmen and sophomores in these eighty-six colleges is secondary and almost a fourth is partly secondary."[3] Among the subjects he studied for overlapping of secondary and college work were two social studies—American history and economics.

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[1]The evidence given in this section shows that texts, references, and topics listed in these college courses are similar to texts, references, and topics covered in courses of grade and secondary rank.

[2]Koos, L. V., *The Junior College*, Part IV, Research Publication of the University of Minnesota, Education Series, No. 5., 2 Vols. University of Minnesota, Minneapolis, Minn., 1924.

[3]Koos, L. V. *Op. cit.*, Vol. II, page 395.

(1) *The facts on duplication in American history*—A study of 26 representative high schools and 27 colleges shows that American history is given in the fourth year of high school and in the freshman, sophomore, and junior years of college. On both levels a textbook is commonly used and on neither level is there much of a tendency to omit portions of the text. The texts in general are systematic manuals that attempt to "cover" all of the content commonly included in the field of American history. Texts in this field in commonest use in high schools are those written by Forman, Muzzey and Fite; in college the text written by Bassett is used most. Almost all high school and 14 of the 27 colleges under review attempt to cover the material of the entire text. The per cent of material in both high school and college texts given to different periods of history such as discovery and exploration, colonization, etc., is remarkably similar as are the proportions of space in emphasis to political, economic, social, and military phases of history. A total of 268 reference books was listed as in use for collateral reading in both high school and college; 109 of them were common to both levels. The essential difference between the two levels is that high school students on the average are required to read about one-third (913 pages) as much as college students (2607 pages) for collateral reading. But some high schools require as much outside reading as some colleges.

2. *The facts on duplication in economics*—In general, seniors in high school and sophomores in college take economics. The same generalizations concerning the textbook character of the courses may be drawn for these courses in economics. While texts vary for high school and college, 13 reference books of 21 (predominantly systematic texts) are in common use for collateral reading in both high school and college courses in economics. "The conclusion to be drawn is that, although textbook materials in the college greatly exceed those of

high school courses, the proportionate emphasis approximates identity. The high school course seems to be an abridged edition of the college course."[4]

Analysis of materials offered shows duplication in high school and college courses. Let us briefly review the evidence concerning treatment of this subject of method (methods of teaching) in these courses on the two respective levels—high school and college—in order to see if there is any distinction in methods of teaching. Koos, as a result of his study, asserts that the chief difference in classroom procedure is to be found in the larger proportion of time given to typical recitation work in high school courses and the larger proportion of time given to lectures in college courses.[5] Other activities such as making maps, graphs, and using current materials are demanded much more in high school than in college courses. Volumes of outside reading and even textbook reading are implied in colleges courses.

"In brief the significance of the facts summarized in this chapter is that curricula offerings in the high school and in the college during freshman and sophomore years (a) have much in common, and (b) as administered involve a large amount of repetition by the individual student. The community of content argues that if the work in the lower unit is to be characterized as secondary, most of that taken by the student during his first two years in the upper unit is to be classed as secondary. There is much of artificiality and little of logic in our present lines of demarcation between secondary and higher schools."[6]

This evidence of Koos raises the fundamental question of how to assure for relative mature students further study

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[4]Koos, L. V. *Op. cit.*, Vol. 2, pages 519-20.

[5]Recitations are emphasized in high school in 88 and 82 per cent respectively for half and full year courses; in college the recitation is used in 68 per cent of the courses. The lecture method is used but little in high school courses (less than 5 per cent) but for college courses is used on an average in 20 per cent of classroom work and in some courses as much as 80 per cent. (Koos, L. V. *Op. cit.*, pages 509-510.)

[6]Koos, L. V., *Op. cit.*, Vol. 2, page 530. (In Chapter II the present writers presented evidence to show that all higher institutions including teachers colleges that claim to carry on collegiate grades of work demand the satisfactory completion of secondary work as a prerequisite of entrance—See Table III for this evidence concerning teachers colleges.) Apparently the data quoted here show that this prerequisite is but quantitative; some work at least in college duplicates secondary work.

that is *collegiate in rank.* While the study of Koos was restricted to the junior college it is probable in view of our own evidence of the duplication of texts, references, and topics listed in the training courses in teachers colleges and high schools that there is also an overlapping in the character of the work offered in teachers colleges.

This implied duplication is, in the judgment of the present writers, of more serious concern in teachers colleges because the latter are professional schools; that is, each course in a teachers college has a double function—it must impart the requisite information, skills, and appreciations enabling a teacher to teach the children of the land effectively and it further must give the prospective student the personal, cultural values essential to the education of any well-trained teacher. While some repetition and duplication may be justified[7] yet the extent of duplication is probably much in excess of the genuine necessities of the situation. Unless, then, teachers colleges differentiate their professional training in other ways than a different character of content one must conclude that qualitatively teachers colleges partially fail to make their work distinctly collegiate in rank. To discover if teachers colleges do differentiate their work in this manner, we now turn to evidence gathered concerning the extent of professionalization of subject matter.

Problem 2. Is the Preparation in the Social Studies in Teachers Colleges Professionalized?

The function of teachers colleges is to prepare teachers. Everything taught should be justified in these institutions; it should be shown to have some value for teachers. Consequently the work in the social studies has a dual use—it should be valuable as a part of the teacher's own educa-

[7]The use of similar texts and references for college training courses may be partially justified if used properly on the ground that prospective teachers should be familiar with the literature of the fields to which they will actually be assigned in grade and high school classes. Yet it will be recalled that technic implying just this justification was but slightly emphasized in the aims stated by instructors in the social studies in teachers colleges. (See Table XIV, Appendix—"to acquaint students with the literature of the field" averaged 2.3 per cent of the total emphasis to aims in the five social studies.)

tion (as a broad, liberal background for the content she will have to teach), and it should possess value because the teacher will use it in her teaching activity. The study of subject matter in a teachers college therefore is professional; it should guarantee not only knowledge for its own sake but also because it will need to be taught by these students to pupils when they assume teaching activity in the field.

It is perhaps in this very fact that the content students in teachers colleges study is most likely to be of large vocational use that the differentiation between college courses in the social studies in arts colleges and teachers colleges may be made. The utility of this material is not only for personal appreciation but this content will later be, in part at least, the actual materials of instruction that prospective majors hope to teach children in the grades or high schools. Thus the "how" of teaching becomes enormously important for vocational value to prospective teachers.

One would expect, then, that teachers colleges would recognize this two-fold function of content in their institutions. One would further expect great attention to be paid not only to the personal satisfactions of the student but also to (1) the purposes, values, uses, outcomes—objectives—of the materials; (2) making certain that the student has thoroughly mastered the content that he will almost certainly be required to teach in his chosen major in the grades or high school; (3) the various methods of teaching and their appropriate uses; (4) the psychology of his major subjects; (5) the tests available and their proper administration and use; and (6) the literature of the field. In brief, the student apparently needs to know not only the materials for his own personal satisfaction, but he further must be equipped with that professional background which will enable him to select, teach, and test others in those materials of greatest relative and social

value. This section then will review data concerning the extent to which teachers colleges differentiate their training in this respect.[8]

The evidence concerning professionalization as stated by instructors of the social studies. The present writers quote from the report of the personal investigation of 26 representative teachers colleges. "An effort was made to determine, in the case of each course, whether the work was professionalized or non-professionalized. By professionalized courses the writer means courses which, in addition to giving the subject matter which is generally given in a literary college course, treats such subjects as, content suitable for use in different grades, the function of the subjects in the different grades, the psychology of the subject, texts suitable for younger students, etc. By non-professional courses are meant those courses which give no attention to the problem of use of the subject in the grades or high school."

An examination of 489 courses in the institutions personally visited shows the following to be true (Chart IV[9]).

CHART IV

EXTENT OF PROFESSIONALIZATION OF SUBJECT MATTER IN THE SOCIAL STUDIES IN TWENTY-SIX TEACHERS COLLEGES PERSONALLY VISITED

"History	—165	courses of college level—non-professionalized
	8	courses of college level—professionalized
"Sociology	— 57	courses of college level—non-professionalized
	5	courses of college level—professionalized
"Economics	— 43	courses of college level—non-professionalized
"Political	— 59	courses of college level—non-professionalized
Science	1	course of college level—professionalized
"Geography	—103	courses of college level—non-professionalized
	23	courses of college level—professionalized"

[8]As noted earlier, the present writers do not presume to conclude whether it is better to teach content and method as one unified course or whether it is better to offer content and methods courses separately. There is a presumption, however, that the work in the social studies in a teachers college should be functional; the prospective teachers must be taught what to teach, and how to teach, in terms of subsequent application; progressive public school practice should, in all likelihood, be the chief criterion on which to base the preparation of prospective teachers of the social studies in teachers colleges.

[9]This evidence was gathered from interviews with the instructors of the social studies.

"It is gratifying to note that the great majority of the courses are of college level,[10] but a question arises when one notes only a few of these courses to be professionalized. Is there not as much need for professionalizing courses in a teacher-training institution as in an engineering school, a law school, a medical school, and the numerous other professional schools? The majority of the instructors with whom the question was discussed believe there is. Their explanation of the slowness with which the practice is taking hold in teacher-training institutions is the fact that many of the subject matter instructors have had no experience in teaching children and have had few courses in education."[11]

These facts concerning professionalization are probably as reliable as any of the other sources of data used in this report. In view of the earlier evidence concerning the nature of the work it might be assumed that professional treatment of subject matter is to be found chiefly in "methods" courses. Of a total of 1529 titles, most of them are content courses; only 17.2 per cent are listed as methods courses which also, as we have pointed out earlier, may not be entirely lacking in factual emphasis. The evidence of the personal investigator confirms this lack of professionalization; the total per cent of courses that instructors claim in the personal study of 26 teachers colleges to have professionalized is 22.46—that is, from both sources of data *we note that about four-fifths of the emphasis is given to content materials.*

In other words, knowledge of subject matter is seemingly paramount; little attention is given to the use of this subject matter in the grades or high schools where these prospective teachers will subsequently teach, and

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[10]The present writers question this statement in terms of evidence reviewed in the previous section; it is a true statement in the sense that these courses are taught only to college students and that teachers colleges uniformly demand the satisfactory completion of secondary work as a prerequisite to entrance. But as noted, there is a possible duplication of content implied with secondary courses.

[11]An examination of the training of these instructors as given in the catalogs of these institutions shows, as noted earlier, at least a year of graduate work in the further mastery of their subjects. Only a few catalogs give the previous experience of the instructors but of those institutions that do cite the experience of their faculty a considerable number of the instructors have had experience *only on the college level.*

where they should apply professionalized subject matter. Geography is the subject that is professionalized most of all; 18.2 per cent of the courses in the 26 institutions personally studied and 34.2 per cent of all titles listed in the institutions whose catalogs were analyzed in this field imply apparently some measure of emphasis to professionalized subject matter. In history, only 4.6 per cent of the courses in the former study are professionalized, and only 15.4 per cent of all courses are listed as methods courses. The other social studies are professionalized scarcely at all.

The need for professionalization is apparent if any distinctive differentiation is to be given to study in a professional school and also if prospective teachers are to be equipped with the knowledges, skills, appreciations, and ideals seemingly demanded for efficient teaching. Students of the problem emphasize this need, notably Dr. W. C. Bagley.[12] These critics insist that *all* courses in teacher-training institutions should be professionalized. It may be the distinguishing feature of all work in teacher-training institutions. Even the instructors in these subject matter fields under review appear desirous of professionalizing their materials. The need and cooperation apparent might well be capitalized in the near future. We are conscious of the problem and have certain principles on which to proceed toward its solution. It is hoped that this report will stimulate, along with other studies available or demanded, the movement for real professionalization of subject matter.[13]

Problem 3. Is Theory in Content Departments Coordinated with Practice in the Training School and Public Schools?

In all teachers colleges the chief implication of professional training is found in coordination of theory and

[12]See Carnegie Bulletin, No. 14. *Op. cit.*

[13]See Hill, C. M., *A Decade of Progress in Teacher Training*, Contributions to Education, No. 233, Teachers College, Columbia University, New York, 1927. Dr. Hill compared standards of Missouri teachers colleges in 1926 with the recommended standards of the Carnegie Survey of 1915. See Carnegie Bulletin 14, *Op. cit.* He found that these teachers colleges had in 1926 practically met all suggested standards of the Carnegie Survey of 1915 except that they had not, even in 1926, properly professionalized their subject matter courses.

practice. In the early stages of preparation the students are taught (or should be taught) the subject matter of the fields they have selected for teaching and the theoretical principles of teaching. Before assuming teaching positions they are required to obtain in a training school maintained by the teachers college practice in actually teaching the materials of their major interest. The training school is (or should be) the center of professional preparation. Its practices should be based upon the best practices, both in method and curriculum in the public schools.

Furthermore, as we have asserted earlier, teacher-training institutions are maintained to prepare young women and men to teach in the public schools of the state. Presumably, every professor in a teachers college should base his preparatory work on his own continued knowledge of public school practice. Instructors in the teachers colleges need to keep in touch with the training school where actual grade and secondary teaching is being carried on and with public schools, which employ the persons being trained to teach.

This section reviews evidence gathered from schools personally visited concerning the problem of coordinating the practices of the teachers of the social studies and of the training and public schools.

Earlier we suggested a possible hiatus between the activities of the instructors in these content subjects and the activities of the practice schools as shown by the fact that but approximately one-fourth of the students had opportunities to observe actual classes taught in connection with such activities as lesson planning in methods courses in history and geography. All students of the problem of professional preparation of teachers insist that the culmination of all preparation is to be found in practice for a relatively prolonged period[14] in actual teaching under competent supervision. We now turn to the evidence collected in the personal investigation of 26 representative teachers

[14]The recent standard of the American Association of Teachers Colleges calls for a minimum of 90 clock hours under competent supervision—equivalent to 1½ hours a day for three months. This is also supplemented by observation and conference periods with the critic teacher equivalent to another half hour a day for this period.

colleges concerning coordination of the subject matter departments of the social studies and the teaching of the materials in both training and public schools.

(a) Relations Between the Practice School and the Content Departments of the Social Studies

In 24 of the schools personally visited there are facilities for practice in grades 1 to 8, either in a campus school or in the public schools, or both. In 13 schools there are facilities for practice in grades 9 to 12, either in a campus school or in the neighboring public schools. In one school the only provision for practice is in a campus school embracing grades 1 to 6; in another, grades 1 to 4.[15]

In only 6 schools (less than one-fourth) is the practice school used by the geography department for demonstration purposes. In 4 of these six cases the demonstrations are given by the geography teachers and in two cases by the critic teacher on the staff of the training school. In but 4 schools (less than one-sixth) is the training school used for demonstration work in history. In but two cases the demonstrations are given by the subject matter teachers and in the two others by the critic teacher. No data are given to show that any demonstration work in the training school is carried on by teachers of the other social studies.

In 24 of the institutions (92 per cent of the total number of schools personally studied) *there is no planned correlation of work done in subject-matter courses with work done in the practice school.* Practice is directed by the department of education in 22 of the institutions,[16] by supervisors in 3, and by subject matter teachers in one institution of those studied by Miss Jackson.

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[15]It appears that practice facilities are as yet largely limited to elementary grades. One might ask, How can four-year teachers colleges properly train for high school teaching without opportunties at least to *observe* good high school teaching?

[16]This form of organization does not, however, necessarily *inhibit* opportunities for developing close cooperation in the planning of the work of the social studies between content instructors in the college departments and the training school staff.

In only one school did the investigator find instructors of the social studies satisfied with the extent to which the practice work and the college work are correlated. Thirty-five instructors out of 55 who were consulted definitely stated that they felt keenly the need for a plan which would serve to integrate the work of the two correlative agencies in teacher training more fully and adequately. In one school meetings of representatives of all departments of the practice school and the content departments are held for the purpose of trying to work out an effective means of making the college subject matter and methods courses function more adequately in the student's practice work.[17]

(b) Other Relationships

A school for demonstration purposes. Only one case was found of a grade school maintained especially for demonstration purposes. This is a city normal school where the students in the geography and history classes have regular observation periods scheduled and observe regular school work carried on by able teachers. Following a required number of observations, the students participate in the work of the room, but at no time do they have full charge of a class. Later their practice work is done in other schools set aside for practice work. The teachers in charge of the above organization feel that it brings very satisfactory returns.

Experimental work—In none of the institutions visited is a school for experimental purposes maintained, but in a few instances experimental work is being carried on in the schools on the campus or in the immediate vicinity.[18]

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[17]This dissatisfaction of present conditions is a hopeful sign that perhaps real coordinated efforts will be made to unify the activities of the two agencies in training prospective teachers. No data were gathered, however, in this study of the work of training schools in preparing teachers of the social studies.

[18]With the widespread movement to experiment with or at least to try new materials and methods, teacher-training institutions such as those surveyed herein might assume their place in this important phase of the work of improving the teaching of the social studies. Yet the data on materials used by these instructors in their courses give but slight indication that they are acquainted with the work of so-called experimental and laboratory schools; for example, the work in the social studies going on in the Lincoln School and the Horace Mann Schools of Teachers College, Columbia University, and in the University Elementary and High Schools of the University of Chicago, and the State University of Iowa.

Contacts with public schools—In only one case of the 26 schools personally studied were visits by the college faculty to the public schools definitely planned. In two institutions instructors were found who make casual visits for the purpose of keeping in touch with the problems of the public schools. In 15 schools (over one-half of the total number studied personally) *no instructors* were found who made a practice of visiting public schools. Contacts with public schools, when made, are those chiefly involved through rather sporadic work on committees with representatives of public schools and through institute work. In 19 schools instructors were found who were serving on committees revising the course of study for the grades.[19]

"Follow-up work" with graduates—In 16 of the 20 schools personally studied no provision is made for checking the work of graduates. In 15 of the 16 schools that do not engage in this follow-up work, the instructors and presidents feel that "follow-up" work should be maintained.

Summary

Three problems were discussed in this chapter as special phases of the work in preparing teachers of the social studies in teachers colleges and normal schools.

The first problem that should be solved is to assure qualitatively as well as quantitatively that the courses of the social studies in teachers colleges and normal schools are collegiate in rank. On paper at least (Table III, Appendix) these institutions demand the completion of high school work as a prerequisite to admission. But with a marked similarity of materials and even methods evident in comparing the work of secondary schools and colleges there is some presumption of a partial duplication of high school work in college.

[19]In addition to these slight indications of contacts with the public schools for which these instructors are supposedly preparing teachers, it will be recalled that the evidence concerning the nature of their courses in these teachers colleges gives but slight indication that they attempt to deal professionally with public school activities. But few have available public school courses of study. How many utilize them in their teaching is not known. There is little evidence that the institutions are acquainting themselves with the nation-wide movement to reorganize the public school curriculum. See for a description of this movement, *Third, Fourth, Fifth, and Sixth Yearbooks* of the Department of Superintendence, National Education Association, Washington, D. C., 1925, 1926, 1927, and 1928.

The second problem that should be solved is to assure a better professional treatment of the work in the social studies in teachers colleges and normal schools. With but approximately one-fifth of the emphasis to professional treatment, with even that slight amount not strictly professionalized (in terms of the data on objectives sought in this work), and with a disposition of the instructors of the social studies in the teachers colleges to reorganize their teaching in terms of better professional treatment there is some hope that this problem can be solved, whether it be by means of distinct courses in method and in subject matter or by means of a unified course where method and subject matter are combined.

The third problem to be solved is to assure that the professors of the social studies in teachers colleges and normal schools coordinate the theory work in subject matter and method offered by them with the practical activities of teaching the social studies in the training and public schools. There is apparently a distinct need for the instructors in the social studies in teachers colleges to correlate their teaching by the study of progressive practice in the grades and high school, because in terms of the function of teachers colleges the work pursued there needs to be largely based upon practices which prospective teachers will meet when assuming their duties as teachers in elementary or secondary schools.

CHAPTER VI

THE SOCIAL STUDIES IN PUBLIC SCHOOLS

While this investigation was chiefly concerned with the professional preparation of teachers of the social studies in teachers colleges and normal schools this chapter is included to describe the actual status of these materials in public schools. Students in training in a teachers college are preparing for definite jobs; they wish to teach some grade or subjects in some school. Progressive practice in public schools is a probable criterion for judging the adequacy of professional preparation in a teachers college.

We have emphasized earlier the fundamental importance of teachers colleges preparing prospective teachers for the actual teaching jobs they elect. Many students will either have to teach the social studies as a part of their assigned activity in the grades or they will be assigned to teach these subjects in the high school. To make certain that each prospective teacher is equipped with the knowledges, skills, and appreciations of these specific jobs the teacher-training institutions should have available the *particularized* evidence concerning the actual practices of public schools for which they are training teachers.[1]

The evidence in previous chapters shows clearly the failure to *particularize* training needed in any sufficiently adequate degree. Furthermore, it shows an emphasis given to knowledge of subject matter for its own sake, without any sufficient attempt to prescribe collegiate, professionalized courses in the exact materials in the social studies teachers will subsequently need in public school teaching.

[1]While some may assert that training teachers for the actual jobs is a narrow philosophy, yet it is not; it is probably far better to prepare for the specialized activity a prospective teacher elects to follow than to offer a general program with an implied assumption that the teachers will subsequently on the job learn to perform the actual activities of her job. Furthermore, this concept is not static. Teachers colleges are further obligated to make prospective teachers critical of the findings of research concerning what should be taught in the public schools.

This chapter, then, is needed even though extraneous to the primary investigation in the hope that the data presented will be helpful to the instructors of the social studies in these teacher-training institutions. The use of the data summarized herewith should aid these instructors in reorganizing their curricula for the better articulation of preparation in teachers colleges with actual practice in the public schools. We shall give evidence concerning: (1) The time allotment of these subjects in the grades; (2) their grade placement; (3) recent trends and developments; (4) the influence of legislative prescription; (5) required social studies; (6) relative emphasis to the various social studies; and (7) the content and character of the social studies in the public schools.

The Time Allotment

The social studies are taught in every grade from the kindergarten to the last year of the senior high school. While the range in number of minutes per week devoted to them is great,[2] the average constitutes 12.6 per cent of the total school time in the elementary school.[3]

Turning to time allotment per grade, we find 37 minutes weekly or 2.9 per cent of the total elementary school time devoted to the social studies in grade 1; 45 minutes, 3.2 per cent in grade 2; 100 minutes, 6.7 per cent in grade 3; 203 minutes, 13.3 per cent in grade 4; 254 minutes, 16.4 per cent in grade 5; 274 minutes, 17.9 per cent in grade 6; 308 minutes, 19.8 per cent in grade 7; and 278 minutes, 17.8 per cent in grade 8.

In 1888 but 901 minutes per week were given these social studies in the elementary grades; in 1904 the amount of time had increased to 1219 minutes; in 1914, to 1423 minutes; and 1924, to 1499 minutes.

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[2]For example in junior high school grades for certain schools it ranges from 0-375 minutes for history, from 0-270 minutes for geography, and from 0-389 minutes for civics. That is, there are schools giving little or no time to these studies per grade and there are other schools giving 75 minutes per grade daily to them.

[3]Based upon Ayer, F. C., *Studies in Administrative Research;* Department of Research, Seattle, Washington.

While similar studies of time allotment in the high school grades are unavailable there are certain methods of approximating the time given to the social studies on that level. The work in social studies ranks third in the amount of required hours in Counts' study of senior high schools in fifteen progressive school systems, with about 15 per cent of the total time given to the study of history, civics, economics, sociology, and the like..[4] Social studies to the extent of 1-2 units of 15 or 16 is either taken or required for admission to colleges. The average high school pupil takes slightly over two years' work in the social studies[5] or 2-16 of his secondary work. This approximate per cent —12.5—confirms in part Counts' sampling of required social studies in the fifteen secondary schools he studied and is also almost identical with the total time given by Ayer for the social studies in elementary school.

Thus, about one-eighth of a pupil's time is given to the study and supposed mastery of the reading materials called the social studies. It is to be noted, however, that the time given such materials is slight in the primary grades—less than one-twentieth of the total time, in fact; but this lessened time emphasis is more than made up by the fact that nearly a *fifth* of the time in the upper grades is devoted to the social studies. Both of these divergencies from the average are easily accounted for. The social studies work in the lower grades is for the most part informal; chiefly the celebration, in fitting manner, of the various national and state holidays. In the upper grades pupils begin their first systematic study from textbooks of the so-called social studies. It should also be recalled that little geography is studied below grade 3 or above grade 8; the latter fact in turn explains in part why there is a decreased proportion of time in senior as compared with junior high school practice. The social studies rank next in total time to the so-called fundamental sub-

[4]Counts, G. S., *The Senior High School Curriculum*, page 22, Supplementary Educational Monographs, No. 29, The University of Chicago Press, Chicago, Ill., 1926.

[5]See Dawson, Edgar, *The History Inquiry*, page 18, The McKinley Publishing Company, Philadelphia, Pa., 1924.

jects—reading, writing, arithmetic, and language. It will also be noted that we have materially increased the emphasis to these subjects since 1888 from 901 minutes weekly in the elementary school to 1499 minutes weekly.

Grade Placement on the Elementary Level

The instruction in history and civics in grades 1 to 4 in the typical public school is primarily oral and consists of hero stories, stories of Indians, and of other forms of primitive life. Reading of stories of this type is also done to some extent. In addition to such material, most primary schools build up instruction around a few great holidays —Thanksgiving, Christmas, Lincoln's Birthday, Washington's Birthday, and Memorial Day. In grades 5 and 6 the attempt is made to give a somewhat more sequential treatment of United States history.[6]

On the junior high school or upper grade level one finds a more sequential treatment of history; beginning briefly with old world background and then treating up through grade 8 all of the content commonly included in American history and civics.[7] Tryon's study[8] made in 1912 of national practice shows that United States history was then the predominant social study offered in grades 7 and 8. Out of 259 schools reporting to him, only 29 and 8 schools respectively taught history other than American in these two grades. In 1922 question blanks returned by about 125 schools representing all parts of the country to the Social

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[6]See the recommendations of the first Committee of Eight (1908) of The American Historical Association, which is the national committee that has largely shaped the present *elementary* program of instruction in history. See also program of the second Committee of Eight (1921)—also called the Committee on History and Education for Citizenship. Their program is similar except Indian and pioneer life are crowded into grades one and two, and a more formal treatment of American history is begun in grade three and completed for the first cycle in grade six. In addition see Brown, M. W., *An Analysis of State Courses of Study for the Social Studies*, Unpublished Master of Arts Thesis, University of Chicago, Chicago, Ill., 1926.

[7]See again reports of the first and second Committees of Eight of the American Historical Association. (a) *Report of the Committee of Eight on the Study of History in the Elementary Schools;* Charles Scribner's Sons, New York, 1909, and (b) "Reports of a Joint Committee on History and Education for Citizenship," *The Historical Outlook*, Vol. 10, pp. 273-281 (May, 1919); Vol. 11 pp. 73-83, 111-115 (February, March, 1920); and Vol. 12, pp. 87-98, 119-143, 165-184, and 208-218 (March, April, May, and June, 1921).

[8]Tryon, R. M., *Materials, Methods and Administration of History Study in the Elementary Schools of the United States, University of Indiana Studies*, No. 17, Bloomington, Ind., 1912.

Studies Committee of the National Society for the Study of Education indicated that only one school in grade 7 and five in grade 8 were *not* teaching American history.[9]

Glass in his detailed survey[10] of progressive practices in fifteen representative junior high school systems notes a tendency to spread United States history through grades 5 to 8, enabling these schools to introduce other social studies, particularly civics. The proportional emphasis between history and civics is approximately 85 and 15 per cent respectively, according to the study of Glass.

Geography is predominantly an elementary subject of instruction. It is taught in the primary grades in a rather informal way and from then on through grade 7, and somewhat even in grade 8, by use of textbooks.[11]

Such data describe in a summary way the grade placement of the so-called social studies in the elementary grades. In an informal way such materials are taught even in the primary grades. In a more formal, systematic manner they are taught all through the intermediate and grammar or upper grades. Of the various social studies, chief emphasis is given to American history, geography, and civics.

Grade Placement on the Secondary Level

American history appears to be taught (supposedly in a more advanced manner) in grade 12 or in recent years somewhat in grade 11.[12] Ancient history, medieval and

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[9]*Twenty-second Yearbook*, Part II, National Society for the Study of Education, *Op. cit.*

[10]Glass, J. M., *Curriculum Practices in the Junior High School and Grades 5 and 6*, Supplementary Educational Monographs, No. 25, The University of Chicago Press, Chicago, Ill., 1924.

[11]National Society for the Study of Education. *Op. cit.*, Chapter I.

[12]These generalizations are based upon numerous question blank studies. See (1) Briggs, T. H., *Report of the United States Commissioner of Education*, 1915, Vol. 2, page 121 (based upon returns from 7917 secondary schools); (2) Dawson, Edgar, *The History Inquiry*, McKinley Publishing Company, Philadelphia, 1924 (based upon returns from 2404 history departments;) (3) Davis, C. O., "Training for Citizenship in the North Central Secondary School." *The School Review*, Vol. 28, pp. 263-282 (April, 1920) (based upon returns from 1180 North Central high schools); (4) Moore, H. H. *The Status of Certain Social Studies in High Schools.* Bulletin 45, 1922. United States Bureau of Education, Washington, D. C., 1923 (based upon returns from 6624 high schools); (5) Monroe, W. S. and Foster, I. O. *The Status of the Social Sciences in the High Schools of the North Central Association.* Bulletin 13, Bureau of Research, College of Education, University of Illinois, Urbana, Ill., 1923 (based upon returns from 475 secondary schools); (6) Counts,

modern, or the new proposal of world history (a combination of ancient, medieval, and modern in a one-year course) appear to be taught chiefly in grade 10 or 11. Civics of the community type, begun in the elementary grades, is found again on the secondary level predominantly in the ninth grade, either for a year or a semester. Advanced civics is, on the contrary, a senior high school subject, appearing chiefly in grade 12. Economics, sociology, "problems of democracy," and social problems—the "newer" social studies—find their place, and relatively, compared to history and civics, a minor place as yet, also in the latter years of the senior high school, particularly in grade 12. Geography apparently is emphasized but little above the elementary grades. When offered as a high school subject it is given as an elective or required for the most part of students pursuing the commercial curriculum. Out of 125 schools reporting to the Social Studies Committee of the National Society for the Study of Education,[13] 28 reported geography offered, chiefly in grades 9 and 10. From the texts reported, it is evident that it is in reality commercial geography.

Trends and Developments

Dawson in a graph[14] enables us to note the influence of the widened concept of the social studies, for he makes comparisons in his survey of practice in 1924 with Briggs' survey of practice in 1914. In summary, one may state, as far as course offerings are concerned, that American history has gained slightly; English history is being given

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G S. *The Senior High School Curriculum,* (based upon a detailed personal study of senior high school practice in fifteen representative high school systems of the United States); and (7) Brown, M. W., *Op. cit.,* (based upon an analysis of 39 state courses of study). One must not lose sight of the influence of the national committee reports; see particularly the recommendations of the Committee of Seven of the American Historical Association, *Report of the Committee of Seven on the Study of History in Secondary Schools.* The Macmillan Company, 1899; the Report *of the Committee on Social Studies in Secondary Education,* Committee on the Social Studies of the Commission on the Reorganization of Secondary Education, National Education Association, Bulletin 28, 1916, U. S. Bureau of Education, Washington, 1916; and "Reports of a Joint Committee on History and Education for Citizenship." *The Historical Outlook. Op. cit.,* (These reports have tremendously influenced the grade placement and content of the social studies in secondary schools.)

[13]*Op. cit.* This is the only quantitative data that the present writers could discover. The other studies of high school practice cited just above do not include geography in their inquiries.

[14]Dawson, Edgar., *Op. cit.,* page 21.

decidedly less attention (roughly, one-fourth as much); general history (presumably implying the new world history course) is offered twice as much but as yet proportionate to American history, or to ancient, or medieval or modern, it obtains relatively little emphasis; civics of all kinds has increased but the greater increase in emphasis is to the so-called community civics; economics is gaining in strength; and sociology and problems of democracy, not offered in 1914, are now emphasized quite considerably.

In another graph Dawson[15] shows "the drift" in many schools as follows: Whereas between 1900 and 1915 the recommendations of the Committee of Seven of the American Historical Association were dominant[16]—ancient history in grade 9, medieval and modern history in grade 10, English history in grade 11, and American history and civics in grade 12; now, due chiefly to the influence of the social studies movement, community civics is found largely in grade 9, general (world) history in grade 10, American history in grade 11, and problems of democracy in grade 12.[17]

Other indices of trends may be gained from data collected by Dawson. Figures on the sales of textbooks dealing with the social studies from a few well-known publishing houses indicate the increased emphasis given the newer social studies. While the sale of history texts has *doubled* (from 612,000 in 1918 to 1,143,000 in 1923), that of textbooks in the other subjects has more than *trebled* (from 209,000 in 1918 to 713,000 in 1923). Economics has increased over 500 per cent; sociology about 250, civics nearly 200, while the highest increase in per cent of any branch of history is 138. Against this set of facts, the reader should bear in mind that the market for history texts was already near the saturation point where increase was hardly to be thought of, while many of the other courses were new or of recent origin, and every increase showed a large percentage of growth.[18]

[15]Dawson, Edgar., *Op. cit.*, page 15.
[16]Confirmed by returns of Briggs from 7917 high schools in 1914.
[17]Confirmed by the investigations of Davis, Moore, Monroe, and Foster, Brown and Dawson.
[18]Dawson, Edgar, *Op. cit.*, page 22.

As a second index of trends Dawson corresponded with administrators—principals, supervisors, and superintendents—to discover their attitude toward the social studies. It should be noted that the expansion or contraction of history in the schools in the near future is likely to be largely affected by the opinion of school administrators. "It is apparent that American history, the problems courses, and recent history are the popular items and that the study of European history, except as world history, does not meet with great favor from this group of observers. The study of the Constitution is low in the list in spite of recent demand that it be legislated into the curriculum. Correspondents explained that this is true because good teachers will take care of the problem without special provision for it in separate courses."[19]

Again when asked to indicate courses that will be dropped teachers assert in much higher degree that older courses—English, ancient and medieval history—will be dropped than newer courses such as social problems, world history, economics, or sociology. They also vote for the retention of United States history.[20]

When an attempt was made to get principals and superintendents to express an opinion as to whether more or less emphasis should be placed upon history, economics, and civics, it was found that opinion was about evenly divided as far as history was concerned between more emphasis, less emphasis, and leaving those materials as they now are; but in case of civics and economics the judgment was overwhelmingly that they should receive *more* emphasis.[21]

The Influence of Legislative Prescription

Another trend is discovered by the survey of legislative requirements that concern the teaching of the social studies. Flanders[22] examined the laws of all 48 states of the union

[19]Dawson, Edgar, *Op. cit.*, page 23.
[20]Dawson, Edgar, *Op. cit.*, page 23.
[21]Dawson, Edgar, *Op. cit.*, page 24.
[22]Flanders, J. K., *Legislative Control of the Elementary Curriculum*, Contributions to Education, No. 195, Teachers College, Columbia University, New York, 1926.

at three different times—1903, 1913, and 1923—to discover the development of control through legislative enactment. In brief, he found the teaching of United States history required in 30 states as early as 1903 and in 35 states in 1923; state history in 13 states in 1903 and in 25 (over half of all) in 1923; civil government (civics) in 13 states in 1903 and 24 states (exactly half of all states) in 1923; the national constitution in 9 states in 1903 and 23 states in 1923; the state constitution in 9 states in 1903 and in 14 states in 1923; citizenship in 1 state and "patriotism" in no states in 1903 but in 14 and 12 states respectively in 1923. He further found that the influence of so-called patriotic movements and the recent discussion of Americanism as a result of the World War apparently had considerable influence in extending legal requirements. In the case of teaching of the constitution (both state and national), citizenship, and patriotism there was no marked increase in legal requirements between 1903 and 1913; but the increase shows markedly between 1913 and 1923. Legal requirements reflect in some measure the opinion of the public concerning the teaching of citizenship.[23]

Required Social Studies

Briggs' report for grades 9 to 12 indicates that in 1914 American history was required in approximately two-thirds (70 per cent) of the high schools (over 6000 on this item) reporting to him; ancient history and medieval and modern history were required in more than half (56 and 55 per cent respectively) of the high schools; English history in less than half (44 per cent); civics in 69 per cent of the schools; and economics in but a fourth (slightly more than 28 per cent of the schools). Students averaged then to take but slightly more than two years of required social studies out of nine years of work offered—six years if one excludes economics, industrial history, and general history

[23]Whether this method—legislative prescription—of determining what is to be taught is sound procedure or not is not our province to discuss. Nevertheless, there is evidence that the people from the early formative years of our history have had "faith" in the need of teaching certain aspects of the social studies. (See *Twenty-second Yearbook*, Part II, Chapter IV, National Society for the Study of Education.)

offered in less than a fourth of the total number of schools reporting to Briggs. But 2172 schools of the 7917—not quite a fourth reporting—required pupils to take *all* history courses offered. Yet almost all schools required some history—all except 963 of 7917 schools. Only 10 schools failed to offer some work in history.[24]

This perhaps describes the situation as far as required work in the so-called social studies in 1914 is concerned. What is it more recently? It is a bit more difficult to say because the more recent investigations have failed to distinguish sufficiently between *what is offered* and *what is required* in the social studies. Monroe and Foster[25] in 1923 studied only a comparatively few schools—475—in the Middle West. They report that only about one-third of these schools require ancient, medieval, or modern history and note the appearance of required work in the one-year general or world history. American history, according to their report of a small sampling of schools, is required in 85 per cent of the schools. Counts[26] (1925) shows that one-eighth of the pupil's time in the fifteen representative high school systems that he studied is given to the social studies. For these schools, ancient history gets 23 per cent of total time given all social studies; medieval and modern, 10; modern, 11.3; world history, 6.3; English history, 1.3; and United States history 17.2 per cent.

In the upper grades of the elementary schools not much evidence on required materials in history is available. One cannot say what per cent of pupils take each course except that Glass[27] reports the proportionate time given *constants* or required materials in grades 5 to 8 of the fifteen typical school systems he investigated intensively. He shows that United States history is preponderantly the

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[24]These suggested courses closely parallel the recommendations of the Committee of Seven; in fact, reveal the tremendous influence and prestige of this committee. Yet the evidence shows that at most only about seven out of ten pupils remaining in high school have apparently studied even the history and government of their own country on the high school level. The theory that pupils would move *continuously* through the four "blocks" recommended—ancient, medieval, English, and American history—is not borne out by a study of practice even in 1914.

[25]*Op. cit.*

[26]Counts, G. S., *Op. cit.*, page 80.

[27]Glass, J. M., *Op. cit.*, pages 114-155.

required material of all the various social studies, United States history takes up 85.3 per cent of the total time given the social studies in grade 5; 82.8 per cent in grade 6; 81.9 per cent in grade 7; 58.0 per cent in grade 8; 5 per cent in grade 9; and averages 67 per cent. Community civics practically completes the remainder of required materials, averaging 21.8 per cent.

In summary, then, it should be noted that a majority of pupils are apparently required to take two rather systematic formal courses in American history—one in the upper elementary grades and one in the senior high school. As to other courses in history there is no such unanimity of practice. Some pupils may have taken ancient, some medieval, some modern, and some even world history.

The evidence concerning required courses in social studies other than history is found in such investigations as those made by Moore, Glass, and Counts. It is as follows: (1) Civics, according to Moore, both community and advanced, is taught in most schools[28] and is required in 90 and 83 per cent respectively of the 6624 high schools he investigated. Economics is required in 38 per cent of the schools that offer it—and the schools that offer it now comprise 41 per cent of Moore's list. Moore also found an increased amount of attention given to the subject matter called sociology—25 per cent of his list of schools now offer and 37 per cent of those offering it now require it to be studied.

Relative emphasis to various social studies—The reports of Glass and Counts[29] enable us to complete the survey of social studies from another point of view. We will now present evidence concerning the type of material in the social studies that pupils study from the intermediate grades on; that is, from the time when a more systematic, formal textbook procedure is followed. We noted earlier, citing from these reports and others, that United States history, geo-

[28]Davis asserts that civics is taught in 97 per cent of the schools and that it is taught as a separate subject in 86 per cent of the schools that offer it. He does not, however, indicate exact figures on the per cent of schools *requiring* it.

[29]*Op. cits.*

graphy, and civics were predominantly the major types of content studied in grades 5 to 9. In grade 5 geography receives 10.2 of the proportional allotment of the school week and other social studies 7.7—a total of 17.9; in grade 6 the two—geography and other social studies—receive a total proportional allotment of 19.7; in grade 7 these subjects total 25; in grade 8 they receive 21.7 of the total proportional allotment; and in grade 9, with no geography appearing, social studies alone receives 10.6. The average total proportional allotment of required materials in the social studies, according to Glass, for grades 5 through 9 is 18.9, or excluding grade 9 (and including it for subsequent consideration with Counts' study of the senior high school—grades 9 to 12) the average is 21. That is, roughly, one-fifth of a pupil's time in the upper or intermediate grades is devoted to the social studies. Of this proportion the preponderant emphasis—88.8 per cent—is given to the study of United States history and community civics. Other social studies such as ancient, medieval, and modern history, economics, civics, and vocational civics are taught, but in only a few of the fifteen representative centers studied; whereas United States history and community civics are taught—the former in all and the latter in most of the fifteen centers.

On the senior high school level, Counts indicates that social studies receive 11.4 of the total percentage of recitation time in the high school. As stated earlier, 23.1 per cent of the time given the social studies is devoted to ancient history, 10 per cent to medieval and modern, 11.3 per cent to modern, and 6.3 per cent to world history. United States history receives 17.2 per cent of this total; civics 16.0 per cent; economics 3.9 per cent; sociology 3.1 per cent; and the remainder in small percents is given to such materials as English history, industrial history, vocations, and the like. It would appear that history, both European and American, and civics receive as required materials major emphasis on the senior high school level.

While from one point of view it is hardly fair to add the per cents given various history courses together due to apparent duplication and overlapping in the European field, yet when added together we find half of the time given to European history and adding United States history this proportion becomes approximately two-thirds. Add civics, and we account for over four-fifths of the total time allotment in the social studies.[30] It is fair to conclude, we believe, that pupils apparently obtain opportunities in the social studies to delve mainly into the materials of history with some little opportunity to study civics.

Summary of Relative Emphasis

Pupils apparently are required by virtue of present curriculum practice to study formal textbook materials in American history twice, once in a rather elementary way in the upper grades and again in a supposedly mature way in the senior high school. Most of them also study civics—of the local community type in the grades up to the ninth and the more general descriptions of the forms and machinery of government in the senior high school. The tendency now is also to study these as *separate* courses, rather than as a part of history courses—an earlier tendency and recommendation.[31] European history of one kind or another—apparently more general and wider in scope at present—is receiving considerable emphasis. Exactly how much of it is studied by all or most pupils is not clear. It may be that half of the pupils in high school at least study some aspect of European history. While the other social studies have increased in strength much more rapidly than history,[32] it does not yet appear that they are actually studied by even a majority of the pupils continuing formal study in the high school.

Any accurate picture of how the present social studies curriculum affects the citizenship training of *every* boy and girl should take into account the facts of large elim-

[30]Counts, G. S., *Op. cit.*, page 80.
[31]See Report of the Committee of Seven, *Op. cit.*
[32]See Dawson, Edgar. *Op. cit.*

ination from school even as early as the intermediate grades. It is probably safe to say that at least a third of our pupils do not enter the senior high school.[33] That a considerable number do not even progress to the point where a rather systematic study of the social studies is undertaken—in grades 6 or 7—cannot be denied.[34]

Content and Character of the So-Called Social Studies

We have thus far attempted to describe what the so-called social studies are, their grade placement, proportionate emphasis in the school program, and the relative emphasis given each. We now turn to an attempt to describe briefly, yet as accurately as the data available permit, what these courses are in detail. This description is, probably on the whole, a fair picture of the content of these courses and is possible because of one predominant practice in American public education; namely, that we teach almost solely from textbooks. Once we know what texts are commonly used, it is possible by analysis of these texts to describe the content of these courses. It is for such a reason that we are dealing chiefly in this chapter with what we call *reading* materials. Pupils read, study, and even yet in some classes attempt to *memorize* these texts. Almost their sole acquaintance with the materials of history, geography, civics, economics, and sociology is gained from their reading these *textbooks.* The study of textbooks in these subjects is assumed to be the medium by which citizenship training is to be promoted.

(1) "The earlier study of this subject (history) is largely based upon either oral instruction by the teacher . . . . or upon very elementary texts which are usually written in story form, and which often lack sequential organization. With the degree of maturity attained by seventh and eighth grade pupils, however, the systematic study

[33]About 14 per cent—3,400,000 in 25,000,000 were in high school in 1924.

[34]Dawson, Edgar, *Op. cit.*, page 18. Dawson quotes a recent United States Bureau of Education distribution of pupils in four-year high schools. This shows that 42 per cent of such pupils are in the ninth grade, 26 per cent in the tenth grade, 18 per cent in the eleventh grade, and but 14 per cent in the twelfth grade.

can be profitably undertaken, and the textbook in history with materials fairly well standardized and fairly uniform throughout the country becomes the dominant agency of instruction.[35]

(2) "In the majority of American schools it (the textbook) determines the facts to be taught and the manner of teaching them. A teacher called upon to instruct any grade above the third is almost certain to demand a textbook for use by the children. From this point on to the end of the high school course the study of history, in most of our schools, means at bottom the preparation of textbook lessons and the teaching of history means at bottom the discussion of textbook lessons."[36]

These quotations concerning the dependence of history teachers upon textbooks apply to the other social studies because the same teachers are called upon to teach the other social studies. Indeed, the use of textbooks is a typical feature of many other school subjects.

In another place[37] one of the present writers further explains the dependence of the teacher upon textbooks because: (1) The training of these teachers to teach the materials of the social studies is inadequate;[38] and (2) textbooks reproduce closely or parallel almost perfectly syllabi and requirements of both local school systems and college entrance examinations.[39] And if teachers wished to use and were able to handle efficiently other materials and equipment they could not because in but few schools are the necessary collateral reading, maps, and other facilities available for effective work.

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[35]Bagley, W. C., and Rugg, H. O., *The Content of American History as Taught in the Seventh and Eighth Grades—An Analysis of Typical School Textbooks*, Bulletin 16, School of Education, University of Illinois, Urbana, Ill., 1916.

[36]Johnson, Henry, *Teaching of History in Elementary and Secondary Schools*, page 269, The Macmillan Company, New York, 1916.

[37]Rugg, Earle, *Studies in Curriculum Construction in the Social Sciences and Citizenship*, Colorado State Teachers College, Greeley, Colo., 1928.

[38]Evidence on this point will be given in this monograph subsequently.

[39]Compare the membership of the national committees which prepare syllabi with the authors of widely used textbooks. Several members of these national committees are also the authors of commonly used school texts.

What Analyses of the Commonly-Used Textbooks Reveal

It is indeed fortunate that there are several analyses available of the content of various widely used textbooks in the social studies. While it is impossible because of space limitations to quote these at any great length, nevertheless, an attempt will be made to note at least the main results and interpretations of these analyses.[40]

1. The textbooks are as a rule rather compact, logical, systematic, and comprehensive treatments of a given subject such as American history, community civics, or economics. They are veritable encyclopedias. In four hundred to six hundred pages they attempt to cover the entire field. Obviously few details concerning a given event, topic, movement, problem, principle, date, person, place, or industry can be given. For example, commonly-used American histories mention every date from 1775 to the date of publication of the texts—about 1915. One almost has to count by lines the space given events, topics, problems, principles, etc.[41]

2. On the whole these textbooks are painstaking in the care with which they have been written; they are fairly accurate and attempt to give the *truth* in their field.

3. By virtue of their organization generalized upon in number 1, many of the texts are, in fact, little more than an amplification of the syllabi suggested by national committees organized in more readable form. They tend to reflect hardly more than the "seasoned" generalizations of specialists in subject matter and of reputable scholars.

4. If used as intended or advocated by some exponents of the teaching of history and other social studies—as manuals and suggested outlines *to be supplemented with*

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[40]See Bibliography, in Rugg, Earle, Studies in Curriculum Construction in the Social Sciences and Citizenship.

[41]Detailed evidence for this and for other generalizations to follow will be found in Rugg, Earle, *Studies in Curriculum Construction in the Social Sciences and Citizenship*, Chapter VI.

wide and varied collateral reading, supplementing the bare outline of the texts—they would have many commendable features now lacking from the point of view of learning. They have distinct value as compendia and reference books. But for reasons named earlier they are not so used. Instead they tend to be almost the *sole vehicle of instruction.* Hence, they can be criticized as above.

Because of the practical considerations named earlier—lack of trained teachers and lack of equipment, the textbook appears to be almost entirely *the curriculum* so far as the reading materials of the social studies are concerned.

American History—A perspective of practically 100 years[42] of teaching the main social study—American history—enables one to draw certain conclusions and point out trends.

(a) American history has changed from a subject largely military in character to one emphasizing political history and social and industrial developments particularly in the upper grades.[43] The emphasis to wars is now kept at a minimum and there is increased emphasis to political, and social and economic developments.

(b) Recent history is obtaining increased attention[44] as far as space in textbooks is concerned. Whether teachers actually cover the entire book or reflect in their teaching

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[42]Detailed analyses of early and widely-used American history textbooks published between 1821 and 1860 were made by Earle Rugg, analyses of commonly used textbooks published between 1865 and 1912 were made by W. C. Bagley and Harold Rugg and analyses by Earle Rugg, Snyder, Evans, Hubbell, and others of *recent* texts (published since 1912) in American history have also been made.

[43]Whereas early history texts stressed military history on an average 44 per cent current history texts contain but 14.59 per cent of military content; social and economic materials jump from 17.2 per cent in early history texts to 35.5 per cent in recent texts; and political materials increase from 38.4 to 49.9 per cent as between the early and recent texts.

[44]Whereas the period since the Civil War received but 14.45 per cent of space in histories studied by Bagley and Harold Rugg, and but 9.3 per cent in the recommendations of the Committee of Eight it actually receives over a fourth of the total space in recent texts if one includes the period since 1912 after Bagley and Rugg's study closed, or 20.49 per cent even up to 1912. This study is also confirmed in senior high school practice by Counts' study (*Op. cit.,* page 85). He shows that 32 per cent of the total United States history time in senior high school is given to events since the Civil War. In grades 5 to 9 Glass shows that recent history obtains approximately between one-fourth and one-third of the total time given United States history. (See Glass, J. M., *Op. cit.,* page 152.)

proportional emphasis of textbooks is to be doubted because of the known tendency to take more time on the earlier phases of the subject and because of reviews.

(c) The history is chronological in organization. This does not deny that it should be so but the tendency is also apparent to teach all material combined, whether political, social, economic, cultural, or military, in a given period. The topical and project methods appear to be followed but little if one can believe that teachers follow the textbook *as it is organized.* And there is little reason to believe that but few teachers depart from its organization in their teaching.

(d) The main topics and proportional emphasis. Comparison can be made of the per cent of space recommended by the Committee of Eight and the actual space in textbook studies of Earle Rugg, W. C. Bagley, and Harold Rugg, and Counts which show practice for 100 years as noted; (1) *The period of Discovery and Exploration* gets one-eighth of the emphasis by the Committee of Eight but less than one-twelfth in the other studies; (2) *Colonization and the Pre-Revolutionary Period* gets one-fourth by the Committee of Eight and the Bagley and Rugg study but over one-third in recent texts; (3) *Wars* receive less attention in recent texts than in earlier texts; (4) *Recent History* is given more attention as follows: about one-tenth of the emphasis recommended by the Committee of Eight, one-seventh received in texts published between 1865 and 1912, but it receives nearly one-third of the emphasis in recent texts. The trends of this survey of proportional emphasis, based upon a survey of a century of practice, show chiefly that wars now receive less attention and that the more recent history is given the major emphasis.

In summary, one can say that the content of American history as organized in textbooks in the field is covered rather systematically, not once but twice—in both the upper grades and in the senior high school. The main differences between the content of the two courses appear to be (1) an emphasis upon more abstract political materials,

and (2) possibly a more intensive treatment in terms of increased maturity of the pupils in the senior high school course.

Geography. It will be recalled that geography is almost entirely an elementary subject. Beginning in the third or fourth grade a rather elementary textbook— Book 1 of some commonly used series—is studied. About grade 6 this elementary book is "completed" and Book II—a more advanced book—is taken up. Both "books" are organized upon the regional plan and largely in terms of the Pestalozzian principle of proceeding from the known to the unknown. Pupils in general, study local or home geography, then their own state, other regions of the United States, then in turn other parts of North America, South America, Europe, Asia, Australia, and the Pacific islands. North America, as is to be expected receives major attention—approximately one-third of the space in both elementary and advanced texts.

If one computes the space given to any one phase of geography, climate, temperature, wind, mountains, rivers, places, and the like, one discovers the per cents in each case to be small due to the immense amount of data to be "covered."

Physical geography approximates over one-half of the space in both elementary and advanced books; while political geography obtains roughly 3 per cent and industrial one-fifth of the space.[45]

Glass' study[46] also throws some light upon the content of geography. Local geography and state geography receives 6.9 per cent of the total geography time in grades 5 to 9. The geography of the United States receives over one-fifth of the time (22.8 per cent) ; the world as a whole and general features about one-third; Europe one-eighth, and relatively little attention proportionally is given to other re-

[45]Data concerning geography based upon Wang, F. C. *An Analytical Study of Elementary Geography Textbooks in America,* Unpublished Master of Arts Thesis, University of Chicago, Chicago, Ill., 1918.

[46]See Glass, J. M., *Op. cit.,* page 148.

gions. Africa, Asia, Australia, South America, North America other than the United States—each receives less than 6 per cent of the total time.

In summary, it would appear, then, that geography is an elementary subject of instruction, "covered" twice in the elementary grades through the medium of an elementary and an advanced textbook; that pupils remaining in the elementary grades mentioned—3 to 8—study these materials; and that major emphasis is given to the detailed facts concerning places, industries, peoples, and resources, of our own country. Proportionally children have opportunities to learn, if the space in the texts can be taken as a criterion, about ten times as much about the United States, their particular state and locality as they have opportunities to learn of Africa, about six times as much as they may study about Asia, or South America, and twice as much as they may study of Europe.

Other Social Studies—civivs, economics, sociology, and the like. Brooks[47] analyzed seven rather widely-used textbooks in the social studies, each of which tended to embrace or emphasize materials largely at variance with the other texts. For example, his list contained an advanced civics text, two community civics, an elementary sociology, two vocational civics, and a text dealing with sociology problems. Although he found these commonly used texts emphasizing rather generally certain types of materials—for example, while the range was from no space to as high as 83 per cent of one type of content, nevertheless, on the average sociology was given about one-fourth of the space; ethics about 3 per cent; economics about 11 per cent; government—national, about 9 per cent; state and county about 5 per cent, urban or city about 5 per cent; theory about 8 per cent; citizenship about 1 per cent; politics about 1 per cent; international relations about 1.5 per cent; vocational guidance scarcely any except in the two dealing with vo-

[47]Brooks, Thomas D., *A Study of Present Practice in the Teaching of Civics as Indicated by Textbooks and Other Teaching Materials,* Unpublished Master of Arts Thesis, University of Chicago, Chicago, Ill., 1920.

cational civics, where it received 83.7 and 83.4 per cent respectively. In books covering other social studies one finds some tendency in a few representative texts to make use, in considerable degree, of sociology, economics, government, and the like.

One of the present writers has published in another place[48] detailed analyses of commonly used textbooks in community civics, advanced civics, economics, problems of democracy, sociology, and social problems. Space prevents the inclusion of the detailed tables on scores of topics of the per cent of space given each topic. It is sufficient to say that scarcely any topic is given more than a few pages. It must be borne in mind that these totals comprise scattered references from many different places in each textbook. Summarizing, the tables show conclusively that each book attempts to cover briefly the scores of topics, problems, movements, and the like commonly embraced in community civics, advanced civics, and sociology. For example, they average to give 1 to 5 per cent (roughly, 3 to 15 pages) at different places—a paragraph here and there to: citizenship, commerce and trade, corporations, county government, defectives, delinquents, education, foreign affairs, health, housing, local public utilities, political parties, recreation, religion, taxation, wealth, and several score other topics too numerous to mention here. The content of such courses is veritably the content in diluted and abridged form of literally all the known data commonly comprised in researches and organized materials of the social studies other than history.[49]

Glass[50] shows that community civics receives 27.5 per cent of the total social studies time in grades 5 to 9 of the fifteen representative school systems that he studied. This per cent is distributed in small amounts, rather evenly as

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[48]Rugg, Earle, *Studies in Curriculum Construction in the Social Sciences and Citizenship*, Chapter VI.

[49]Confirmed by a similar analysis by Dahl, E. J., *An Analysis of Senior High School Textbooks in the Social Studies Other Than History*, Unpublished Master of Arts Thesis, University of Minnesota, Minneapolis, Minn, 1926.

[50]Glass, J. M., *Op. cit.*, pages 153-154.

far as proportionate emphasis is concerned,[51] to such topics as relations with other people, the community we know, communities closely related to us, how communities grow, political communities, the citizen and his government, health, protection of life and property, education, recreation, community planning, communication and transportation, wealth (getting a living), care of the unfortunate, right living, American ideals about goverment, how our laws are made and enforced, and how our government is supported. As vocational civics and economic civics are required in but few of the centers he studied, they will be ignored in the attempt to picture the content of the social studies in the upper grades.

Counts[52] took but one of the non-historical subjects for analysis—economics. In the fifteen senior high school systems that he studied intensively the following proportionate emphasis is given to each of the topics he studied; fundamental concepts—16 per cent; production, land, labor and capital—22 per cent; distribution—16 per cent; exchange—16 per cent; consumption—12 per cent. These topics constitute 82 per cent of the course and also reflect the content of economics on this higher level of the public schools. The remaining topics considered in these high schools—conservation of natural resources, railroad transportation, agriculture, economics, insurance, taxation, and miscellaneous—each averaged to receive about 3 per cent of the total time of the course.[53]

Bowman's tables of economic topics are too detailed to reproduce, but, as in Earle Rugg's tables, he shows but a small per cent of space given to each of *many* different economic topics.

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[51]Confirmed by Earle Rugg's study just mentioned. Glass shows that the average per cent of emphasis to each topic below varied from 0.9 to 2.5 per cent and that all told the 18 topics comprise 27.5 per cent of the total social studies time in grades 5 to 9.

[52]Counts, G. S., *Op. cit.*, page 91.

[53]See also Bowman, Earl, *A Study of the Objectives in the Teaching of High School Economics*, Unpublished Master of Arts Thesis, University of Chicago, Chicago, Ill., 1922.

Evans[54] took ten commonly used social science textbooks —five dealing with American history and five dealing with social science other than history—and attempted to discover the geographic material made use of. He found that the authors use in rank order facts pertaining to states, countries, and cities for the most part—these comprising over three-fourths of the references. There is greatest reference to political materials.

General summary and interpretation of content of the present social studies curriculum as far as the reading materials are concerned. It has been shown briefly what the "reading" courses in the social studies are. While there is at present a wide variety of materials offered both in the elementary and secondary schools dealing with history, mainly American and Euopean; civics, both of the community and of the machinery of government types; economics; geography—predominantly an elementary subject with the exception that it is chiefly commercial geography for commerce students in the high school; and sociology; most pupils actually are *required* to take both an elementary and a secondary course in American history, geography, and civics, both of the community and machinery of government type. A large proportion of them do take some phase of European history, economics, sociology, or social problems. There is but slight evidence that there is any *required sequence* or progression in the organization of the "reading" materials dealing with social studies.

The analyses show, as in the data concerning the teachers colleges, that the work is organized chiefly in separate courses in each of the social studies;[55] history, geography,

[54]Evans, Glenn A., *The Place Element in Social Science Textbooks,* Unpublished Master of Arts Thesis, University of Chicago, Chicago, Ill., 1922.

[55]*The Fourth Yearbook* of the Department of Superintendence of the National Educational Association (1925) in discussing "The Nation at Work on the Public School Curriculum" reports the results of questionnaires filled out in usable form by 148 county, city, and state school men and women and by some teachers in teacher-training institutions. The percentage per grade favoring unification, while only

Grades	1	2	3	4	5	6	7	8	9	10	11	12
Per Cent of Replies Favoring Unification	90.6	88.7	88.8	80.2	69.9	65.8	66.4	67.2	58.8	31.3	31.9	37.7

civics, economics, and sociology are each taught more or less independently of other so-called social studies. Indeed, the predominant feature of the textbook courses is that each attempts, in rather a systematic, logical, and comprehensive fashion to cover the known materials of the field. There is a transfer implied as far as objectives are concerned; namely, that the teaching of the facts of these courses for their own sake and "to discipline the mind" will result in that rather vague objective, actually an ideal —*training for citizenship.*

We have also attempted to show the trends in the development of these courses. For example, history materials now deal less with wars and more with political, social, and economic developments than in earlier times. Yet this type of content is largely political in treatment even today. Counts in his study, cited frequently, shows that government or politics is emphasized in 56 per cent of the total materials in American history; whereas economic and industrial life is given about 17 per cent of the space, and military 10 per cent. Each of the following items of culture—family life, science and invention, art, music, literature, recreational life, religion, education, and manners and customs—averages 1 to 4 per cent of the total space. There is also a tendency to stress the more recent events, at least in the textbooks. Whether teachers find time in their teaching to give recent events similar emphasis as do authors of the texts they use is not known but should be investigated.

We have attempted to emphasize the values and have implied present limitations in the textbooks which do apparently represent the curriculum in the social studies. As a rule these textbooks are accurate, scholarly, and well made from the mechanical side. But, by virtue of the magnitude of the scope of their organization, they are literally but the

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tentative evidence, is yet an indication of a possible trend and change in organization. The per cents indicate a decided trend in opinion toward unification in the elementary and junior high school grades, perhaps influenced by use in experimental form of *The Social Science Pamphlets*, published by Dr. Harold Rugg and his associates in the Lincoln School of Teachers College. These materials are now being tried in classes in nearly 200 public school systems over the country.

generalizations of the authors. They lack in part the necessary illustrative details. If one could rely upon their being used as guides and suggested reference materials to be supplemented by a wealth of collateral material and by the experience of the teacher, some of the criticisms would be eliminated.

The tendency is decidedly evident to emphasize logical, systematic materials with an implied disciplinary value rather than to present a "reading" curriculum designed to acquaint children through this important source of gaining experience—reading—with the problems, topics, facts, etc., of social value in performing efficiently the activities that they will tend to perform anyway and ought to perform. In other words, these materials do not sufficiently meet objectively determined social needs. Nor are they sufficiently organized in ways to promote effective learning.[56]

But under present conditions—lack of sufficiently trained teachers, stress upon facts in entrance or other examinations, and lack of supplementary material—these textbooks are almost the sole vehicle of instruction. One sees, therefore, two needs: (1) *The organization of "reading" materials which will, as much as possible, obviate the criticisms of the present reading curriculum in the social studies; and* (2) *the necessity of acquainting teacher-training institutions with the data upon which the necessary professional training to all teachers may be based.*[57]

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[56]See Rugg, Earle, *Studies in Curriculum Construction in the Social Sciences and Citizenship*, Chapter VII.

[57]See J. M. Gambrill. *Experimental Curriculum Making in the Social Studies.* McKinley Publishing Company, Philadelphia, 1924, for a review of some of the new movements in the reorganization of the social studies. The Yearbooks of the Department of Superintendence, National Education Association, Washington, D. C. (particularly the *Second, Third, Fourth,* and *Fifth*) also contain considerable evidence concerning new movements and tendencies. The work of pioneers in this field such as H. C. Hill, R. W. Hatch, H. O. Rugg and his associates, Ernest Horn, L. C. Marshall, and C. H. Judd and others should be studied. Also the nation-wide movement for public school revision of the curriculum should be noted. (See *Fourth Yearbook,* Department of Superintendence.)

CHAPTER VII

THE RELATIONSHIP BETWEEN THE PROFESSIONAL PREPARATION OF TEACHERS OF THE SOCIAL STUDIES IN TEACHERS COLLEGES AND NORMAL SCHOOLS AND THE SOCIAL STUDIES IN PUBLIC SCHOOLS

Thus far in this monograph we have attempted to describe: (1) The activities of teacher-training institutions as they deal with materials designed to equip prospective teachers to teach the social studies in the public schools; and (2) the actual social studies curriculum in public schools. We now turn to an evaluation of the former and will use the latter—the social studies curriculum of public schools as it now exists and as it possibly may develop—as the principal criterion of evaluation.

To What Extent Are Some Generally Accepted Principles Complied With?

1. *Where teacher-training should take place.* It is now rather generally agreed among competent students of the problem that the training of teachers of any field such as the social studies is a complicated and specialized task. It is asserted that *separate* teachers colleges are the best instruments for providing the requisite training for teachers. But the evidence cited in this report shows that all teachers are not at present prepared in separate teachers colleges. Indeed, certification requirements[1] are still so inadequate that one may teach, after passing "examinations," with but a modicum of formal school education—not even that representing the equivalent of high school work. The types—normal schools, state colleges and universities, private colleges and universities, special schools and the like—indicate that institutions with varying functions are now attempting to train teachers. Some arts colleges rather

[1]See Chapter II.

grudgingly meet certification standards of work in education and psychology. But because the students in institutions with a general training paramount as an objective do wish to teach, these "liberal arts" institutions also attempt to train teachers. All teachers, therefore, are not as yet trained in separate teachers colleges. For all teachers at present there are not the inherent values implied in a professional school with a singleness of purpose, namely, to provide only that training which contributes to preparing persons to enter the profession.

2. *Is the professional training of teachers strictly collegiate in rank?* We have earlier attempted to show that teachers colleges should demand, as do other kinds of professional schools, that the preparation of persons intending to teach be strictly collegiate in rank. All professions now presuppose the completion of the general education represented by elementary and secondary school work; in fact, many professional schools require in addition at least two years of college work before they admit one to professional work. While great strides have been made by teacher-training institutions in recent years toward this goal, nevertheless, there are still many persons teaching whose educational preparation for teaching is in part or entirely below that represented by college study. The statistics cited earlier concerning the training of teachers[2] while giving the facts of some years ago (1918), yet very likely still describe in some degree the inadequate training of teachers today.[3]

The facts revealed in the schools personally visited concerning similarity of texts, references, and topics show[4] an apparent duplication of high school and college work and also tend to cast doubt upon the attainment at present of strict collegiate work in the preparation of prospective teachers.

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[2]See Chapter I.

[3]Certification laws (see Chapter I) do not yet prescribe two years of college work as a prerequisite for teaching in most states.

[4]Confirmed perhaps by an analogous survey of junior colleges, see Koos, L. V., *Op. cit.*

3. *The time necessary to train teachers.* It is now rather generally agreed that the minimum time in which a teacher can be prepared for her job satisfactorily is four years above the work of the secondary school. This standard of preparation for teaching in even the larger high schools is not at present entirely realized. For smaller high schools with limited facilities and curricula, standards for teaching are lower.[5] Data on lowest grade elementary certificates show that only 10 of the 24 states studied even require as much academic training as that represented by the high school program of studies. It is estimated that perhaps half of the teachers now have less than two years of college work. But competent authorities demand four years of college training for all teachers irrespective of the level on which they are to engage in teaching. In terms of the evidence concerning professional needs set forth earlier, there is considerable basis for concluding that four years of training above high school is the minimum time necessary for training teachers.

4. *Criteria for determining what the professional training of teachers should be.* (a) *The curriculum in a teachers college should be professionalized.* This curriculum should include the materials which will tend to equip the teacher in a large professional way for her job. Every item should represent, directly or indirectly, professionalized subject-matter, technics, and activities needed in teaching. But the evidence[6] cited earlier, shows that much of the materials taught in even the so-called professional teacher-training institutions—the teachers colleges and normal schools—is academic, content material. There is but relatively little emphasis given to the professionalized subject matter courses.

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[5]Only eight states reviewed concerning certification requirements demand four years of college work for lowest grades of high school teaching. The mean amount of college work demanded for these lowest grade high school certificates was two years in the 26 states studied.

[6]See Chapters III and IV. Dr. W. W. Charters of the University of Chicago is engaged in an investigation of the duties and difficulties of teaching. His data which is to be published this year should be canvassed by instructors responsible for training teachers because it tends to represent the realities of the professional activities of teachers in the field.

(b) *Differentiation of the curriculum in teacher-training institutions is necessary because teaching is becoming very specialized. A general* curriculum implying that a prospective teacher is equipped to teach any materials in any grade or on any level should be eliminated from the practice of these institutions. The evidence in the report shows that teacher-training institutions are attempting to differentiate curricula, in so far as somewhat specialized training for kindergarten-primary, intermediate, rural, and upper grade teaching is concerned, and in so far as attempts are made to have students fulfill major and minor interests of subject matter to be taught in the high school is concerned. But the difficulty is that the differentiated training of the students is *not particularized* to the point where the *exact* materials he is being equipped to teach are stressed; that is, the professionalized materials or even the specific items of subject matter largely unprofessionalized at present, studied in teachers colleges do *not* sufficiently coincide with the similar materials that are seemingly demanded in his future public school job. A further obstacle to necessary differentiation is found in the common practice, sanctioned by certification laws at present, to issue "blanket" certificates which make it largely possible to asign teachers to teach any materials and on either level—elementary or secondary.

(c) *Teachers colleges should probably organize their curricula in terms of relatively objective studies and investigations of present and probable future needs of teachers in the public schools.* The evidence shows that teacher-training institutions today largely fail to offer the training that analyses of the teacher's work in public schools reveal to be the necessary equipment of a teacher. A considerable body of evidence reveals somewhat precisely many of the objectives, knowledges, skills, technics, attitudes, valuations, and activities of teaching. It reveals what progressive public school practice now is and in part, at least, what it is likely to become. Similar analyses of what teacher-training institutions actually do to provide the requisite training that will tend to provide for these objec-

tively determined public school practices have likewise been made.[7] The latter analyses show rather clearly that there is but a slight attempt made by present teacher-training agencies to *require* of students in training the rather exact subject matter that the investigations indicate to be the materials actually taught in the pubilc schools, the subject matter that these prospective teachers will in all likelihood subsequently teach.[8]

5. *Analyses for determining how to train teachers to teach one major phase of the school curriculum—the social studies.* Analyses—implied objective investigations of what public school practice is and is likely to become—may tend to give one a criterion to use in determining what the curriculum of teacher-training institutions should be. Teachers colleges have apparently but one function or purpose—to train teachers; chiefly, of course, for the public schools. Just as other professional schools concentrate upon the task of training persons for professional activity, so should teachers colleges organize a curriculum embracing the requisite professional materials for its work. In this report we are alone concerned to discuss the necessary professionalized subject matter and activities which will tend to equip prospective teachers to teach one phase of the public school curriculum—the social studies, but the general principles set forth in this section apply to the professional preparation of teachers of the social studies.

Do Teacher-Training Institutions Professionalize the Courses in the Social Studies?

a. *The criterion of evaluation—Progressive practice in the teaching of the social studies in public schools.* While the evidence concerning *required* social studies in elementary and secondary schools is a bit incomplete, in general it is probably safe to conclude: (1) That in the primary grades

[7]For example, the investigation of Dr. W. W. Charters cited above, the studies of normal school curricula in state surveys of such institutions in Missouri, Pennsylvania, Louisiana, and Massachusetts; theses cited in the bibliography of this monograph, and the particular investigation used in Chapters III and IV of this report.

[8]Detailed evidence for this generalization is given in Chapters III and IV and in a subsequent section of this chapter.

a somewhat informal study of primitive life is carried on, that holidays are celebrated, that children become somewhat acquainted with persons in history for whom each holiday is observed, and that elementary geography, particularly of the "home" variety, is begun.

(2) In the intermediate grades the informal type of history changes to a more formal textbook study of history—the mechanics of reading having been fairly well acquired by pupils by grade 4. The content is largely "hero stories" and textual readings dealing with what is called "Old World Backgrounds"—principally the subject matter of European history, taught in an elementary way. An elementary textbook in geography is completed about grade 6; following a regional method pupils have been taught facts concerning people, industries, and resources of various contients and countries of the world.

(3) In the upper, grammar, or junior high school grades a more sequential, textbook study of the entire content of United States history and civics of the community type is engaged in. A more advanced textbook in geography, but organized along similar lines as the elementary book, is also taken up and completed on this level. Each of those studies is taught chiefly as an independent subject.

(4) In the high school United States history, supposedly an advanced course, is repeated, and civics of an advanced type—material which largely describes the machinery of national, state, and local government—is also taught. European history, geography (chiefly commercial), economics, and sociology comprise for the most part the other social studies offered in high school; but only a fraction—from about one-half to one-fifth—of the greatly decreased members of students remaining in high school are *required* to study these last mentioned social studies, whereas most students are required to study in high school the first mentioned studies.

(5) About one-eighth of a pupil's time on an average is given to the study of these social studies throughout the schools—less in the lower grades and more in the upper grades.

(6) In recent years a broader conception of the necessary reading materials in the social studies has appeared. But the term social studies is yet largely but a *class* term; that is, the materials are not as yet in high degree unified as this class term might imply. Rather the term—social studies—means virtually independent study of history, geography, civics, economics or sociology. The chief value claimed for these studies today is that they contribute to citizenship training. The evidence reviewed in Chapter VI shows that the textbook largely determines the content of these courses; little but what is discussed in the textbook is studied. The curriculum in the social studies is chiefly the provision for pupils to read and study textbooks which treat of the subject matter of history, geography, civics, economics, and sociology.

b. *Are these courses in the social studies taught in the public schools required of prospective teachers of the social studies in their pre-service, collegiate training?* It will be recalled that we presented at some length the quantitative evidence concerning the present status of the training of teachers of the social studies. We first noted some tendency to organize the work under the class term—social studies. But as in public schools social studies as used in the teachers colleges and normal schools is a class term, many teacher-training institutions still carry on the work in virtually *separate departments of history, geography, civics, economics, and sociology.* It should be noted that public schools are teaching all of these social studies and that many teachers are called upon to teach two or more of these social studies in the public schools. There is insufficient evidence of an attempt on the part of teacher-training institutions to meet possible trends in public schools in a more unified course of study in the social studies.[9] We do not imply, as

[9]See *Fourth Yearbook*, Op. cit.

asserted earlier, that teacher training-institutions should eliminate training, for the present, in traditional organizations along rather conventional and distinct treatments of history, geography, civics, and the like. But every teacher needs to be acquainted in a broad way with the materials that he is to teach in public schools, presumably for a long period of service. He needs the equipment to teach the subject matter as it is being taught at present, but he also needs to be acquainted with possible developments and changes in organization and teaching methods. Specialization as it exists in the teachers college seemingly prevents a sufficient coordination of the subject matter of the various social studies which students may subsequently be assigned to teach in public schools.

When we turn to a comparison of what is *required* in the social studies in public schools and in teachers colleges a preliminary survey shows that in each case (the public schools and the teachers colleges) there is practically equivalent emphasis to the *required* social studies. About one-eighth of a students time in each case is *required* in this field. This is, of course, exclusive of electives which, in either case, may considerably augment the extent of the preparation of a student in the social studies.

But when we begin to particularize in detail to discover whether prospective teachers are *required* to study courses, collegiate in rank and academic in content, to say nothing at present of professional in character, similar to the *required* courses in the social studies[10] in public schools, we find a far different condition. The chaos of titles of courses in the various social studies in teachers colleges has been reviewed at length in Chapter II. In American history in the intensive study of the 26 representative teachers colleges personally investigated but 10 of them even *offer* a *general* course in this field; the remainder attempt in several short units or periods to "cover" American history. Moreover, there is scarcely any evidence that students are

[10]Geography, United States history, and civics will be recalled as the courses which a large proportion of pupils in public schools now study.

required to take *all* unit courses, say 1492 to 1783, 1783 to 1865, and 1865 to date, and hence complete on the college level the study of American history.[11] In geography a similar condition is found. One school offers the study of Africa; one, Asia; three, Asia, Africa, and Australia in one course; eleven, Europe; seven, North America; and six, South America. Only one-half of these schools offer a general course in the principles of geography. In political science (the college term for civics) only eleven schools offer a course in national government; seven, state or local government; and six, municipal government. In all of these fields, predominantly taught in the public schools, there is decidedly an insufficient guarantee that students in teachers colleges are *required* to study, in even an academic way, materials similar to what they subsequently will have to teach in public schools.

The practices in teachers colleges summarized herewith are in part due to the specialization in study and research in these respective fields. Instructors in teachers colleges have had in their own college work similar intensive courses and naturally tend to organize their own work along similar lines. They tend to forget that in the arts college students have a longer time to study intensively special periods and topics of any given field. But in teachers colleges even today the greater number of students remain at most but two years and hence have less time to spend in specialized study. No one would deny that three intensive courses in American history are better than one necessarily condensed course. But there is not time to require students to study intensive courses and we do know that they will teach general courses

[11]For example, in one institution intermediate and upper grade majors are *required* to take a *course* in American history as a part of the two-year curriculum. The department of history offers no professional general course in American history. They are therefore forced to take *one* of the following rather specialized courses—American history, or social and industrial history of the United States. It is obvious that under this arrangement these students cannot study the necessary materials they will have to teach. To cover the field would require 12 quarter hours, one-eighth of the total time, and this is in addition to the one-eighth required of all students. Yet they have to prepare themselves to teach the other subjects of these grades. Specialization in short courses is probably permissible only for four-year curricula and majors. In terms of relative values, general courses should be offered for the more limited curricula.

in public schools. The teachers college must give as many general courses as it possibly can, even if condensed.[12]

Studies of detailed requirements indicate a failure to prescribe in any sufficiently marked degree the materials which these prospective majors in the social studies will subsequently teach. Either the student is left free to select his courses providing he meets the quantitative requirements of a major and minor, or he is given freedom to choose between certain rather specialized courses. As a whole his required major training program is not suficiently identical with the materials commonly taught in public schools.

This summary does not imply that many students through the use of electives may not complete sufficient work in teacher-training institutions to be rather well prepared to handle the *required* social studies in public schools.[13] But there is evidence in the amount of other *required* material for one and two year curricula that at most but one-fifth of a student's total credits should be used for electives to complete the apparent insufficient amount of *required* social studies. It is exceedingly doubtful if most students make use of their electives for this purpose in any great degree.

One can, however, be hopeful of improved training courses in that instructors of the social studies in teachers

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[12]This statement does not preclude a possible reorganization by which other required material may not be eliminated or condensed and more time be given to special phases of the materials one wishes to teach. For example, if one could be assured that a person would be assigned to teach not more than two different subjects in the junior high school, say social studies and English, it would be possible to eliminate requirements or at least condense them in other subject matter fields at present required and thus *require* at least a full year (12 instead of 4 quarter hours) of American history; at least a full year (12 instead of 4 quarter hours) of geography; and a full year of other social science (12 instead of 4 quarter hours of civics). A similar amount of English might be required and the total plus one's professional subjects—education and psychology and other contributory courses such as courses in hygiene, biology, and contemporary civilization should prepare one as well as the present attempts to give the student what can only amount to a slight acquaintance with any of the subjects he studies. But, of course, this arrangement calls for these courses to be thoroughly *professionalized*, a fact that is now true of them but in very slight degree. This statement is of course but the theory of one of the present writers (Earle Rugg), but it is perhaps indicative of possible reorganizations that may be affected to harmonize in part the present short period of pre-service training of most students and present emphasis upon specialized treatment of subject matter courses.

[13]But in a small sampling with, of course, rather tentative results it was found that but one-third of the two-year students so use their electives. Such students are apparently allowed to "drift" as far as choice of electives is concerned. One may well doubt that they are in a position to know what they should study to prepare themselves, and the evidence shows that the instructors of the social studies in these institutions are either not sufficiently aware of their needs or they are not in a position to make use of their knowledge.

colleges are not satisfied with present conditions. It is to be hoped that this report, together with the available evidence it quotes concerning the needed preparation of social studies teachers, will stimulate these instructors to organize and *require* courses, collegiate in rank and professional in character, which will deal at least with similar content to that ascertained as *most* studied in public schools. If they can do this and acquaint students with possible trends in the developments of the social studies, there is no reason why they should not offer other courses, specialized in character, but probably contributing to the "background" of one's major field.

Teachers colleges should assume leadership also for what might be taught. They should study the needs of society and attempt to adapt their work to changes in public education.[14] Their curriculum is necessarily connected with what the public schools should teach. Changes in the curriculum of the public schools should inevitably bring about adaptations of the curriculum in the teachers college.

c. *Are these courses professional in character*? It will be recalled that Miss Jackson sought, in her personal study of the 26 representative teachers colleges, to discover the extent to which the courses in these institutions were *professionalized;* that is, the extent to which the courses in these schools were organized and taught in terms of their contribution to the preparation of the teachers of the social studies in the public schools. But 4.6 per cent of the history courses in these representative teachers colleges are professionalized, according to the statements of the instructors; but 1.66 per cent of the civics courses; 8 per cent of the sociology courses; none of the economics courses; and 18.2 per cent of the geography courses. The average is about 5 per cent. This slight amount of professional emphasis is apparently an insufficient guarantee that prospective teachers of the social studies are made acquainted with professionalized subject matter of their fields of major

[14]Judd, C. H., "Some Effects of the Expansion of American Education," *Teachers Journal and Abstract*, Vol. 1, pp. 388-396 (June, 1926) and Counts, G. S., *Op. cit.*

interest. Their preparation is neither the content materials nor the professionalized subject matter that objective investigation indicates these students will subsequently have to teach.

The courses that claim to be professional in character are probably little more than the so-called methods courses. In the catalog analyses about 17 per cent (or about one- sixth of the total number of courses) were labeled methods courses. This is slightly less than the total per cent of the courses that instructors told Miss Jackson were professionalized—22 per cent.[15]

d. *Other data that tends to reveal the lack of professional treatment in these training courses in the social studies.* The first type of evidence is found in the character of the theoretical objectives. It will be recalled that we showed most emphasis to be placed upon objectives that stress *the acquisition of facts or knowledge.* Technics such as are implied in *professional* treatment of subject matter obtain but slight emphasis: (a) methods of study average to be stressed about 4 per cent; (b) "to teach material of the subject other than books"—about 1 per cent; (c) "to acquaint students with the literature of the field"—about 3 per cent; and (d) "to train in the scientific method of teaching the subject"—about 3 per cent. Instructors of these courses claim, however, that such aims are attained incidentally as outcomes, so to speak, of the preponderant stress given factual aims. This claim should be investigated; the present writers doubt that such objectives are attained in an incidental manner. Furthermore all these aims are theoretical; they all should be subjected to scientific study to discover whether they are valid or not.

The second type of evidence involves the detailed data gathered concerning the *nature* of these methods courses. In Chapter II, we showed what amounts to virtual chaos in the variety of titles of even the methods courses studied in

[15]Methods courses in history are given in about one-fifth of the 26 schools she investigated and geography methods courses are given in but one-ninth of these schools.

an intensive manner in the 26 schools personally visited. Twenty-three different titles of methods courses were found in history. The greatest number of these schools to offer any one of these 23 different methods courses is five—general methods in history. In geography the greatest number of schools to offer any one of such courses is six—geography methods. There is little apparent recognition in each school that specific methods should be required[16] in some form; either as a separate course or as a vital part of other courses in the field.

When we review the evidence concerning the nature of these courses gathered from data on the texts, references, and topics of the courses in question and also from what the instructors say they test for, again virtual chaos is apparent. Emphasis is seemingly given, even in methods courses, to *content* (knowledge) almost as much as to the more obvious purpose—"to acquaint the student with method." One notes but little attention to public school courses of study with which in all likelihood the student will later have to become acquainted—2 schools of the 26 give attention to this activity. But 4 schools endeavor to acquaint the student with reference materials, according to the statement of the instructors of these methods courses. But one school tries to acquaint the students with the interests of pupils and the use of these interests in determining suitable materials to teach pupils in the public schools. And, finally, but two schools attempt to develop in the prospective teacher a critical attitude toward the content of present public school courses.[17]

The textbooks used are the common methods books available. They deal chiefly with history or geography methods and have decided value in acquainting students with method. But the restriction of students to the study of but a

[16]The slight emphasis to the training in method confirms the lack of sufficient emphasis to real professionalized subject matter available to prospective teachers of the social studies. Eight schools (nearly one-third) of the 26 personally studied do *not* offer a methods course in history; eleven schools (about four-tenths of the total) do *not* offer a methods course in geography.

[17]Yet we have cited some evidence of a nation-wide movement to reorganize the program of public education, and these same instructors recognize the value of developing a *critical attitude* in their students.

textbook in courses in methods is even worse than in the content field. The literature cited in this report and in the bibliography is indicative of the impossibility of acquainting students with *how* to teach the social studies from the study of *one* textbook, however practical that book may be. When one turns to what is tested for in these methods courses one again notes a *factual* emphasis. Information is most tested; there is considerable stress apparently given to "interpretation" but only slight emphasis is given to reasoning, thinking, judgment, ability, or organization of materials, and extent of reading.

The reference materials used, which above all with a widely scattered literature can probably alone tend to give the prospective teacher of the social studies the broad professional equipment needed, again confirm the relatively narrow limits to which these students in training are restricted in their *professional* study. The references used show virtual chaos; scores of reference books are mentioned, but only a few are mentioned by more than one or two instructors. Those mentioned at all frequently (the highest frequency is only 12) are chiefly again these typical methods textbooks. There is but slight mention of materials dealing with the pedagogical or psychological aspects of the social studies.

Finally, the topics covered in these courses indicate that little but the rather traditional methodology is discussed, and here, as in the data on texts and references used, there is a large range of topics listed. Frequency of agreement, however, among the instructors is extremely low. Thus one is forced to conclude that there is scarcely any great amount of emphasis given to *professionalized* subject matter in even the methods courses in the teacher-training institutions with separate status and with a supposed singleness of purpose.

But it is possible that some professional emphasis may be given in the *content* courses; indeed, there are some students of teacher training who advocate the policy of unifying

methods and content work. Let us, therefore, briefly review the evidence concerning the nature of the *content courses.* It will be recalled that similar data concerning theoretical objectives, texts, references, topics, and what is tested were secured for the *content* courses. The evidence reviewed earlier shows that the chief type of aim sought is knowledge. The texts embrace almost entirely the conventional, comprehensive (almost encyclopedic), logical, systematic, subject matter of the respective fields of the social studies. They are scholarly treatises of the known facts—the truth as specialists and scholars have discovered and interpreted it. The references mentioned are similar treatises of scholarly import that give in more detail the specialized knowledge and truth in respective fields.[18] The content courses test preponderantly information or knowledge.

Similarly the evidence, given in Chapter III concerning the methods of teaching, equipments, references used, topics covered, and what is tested for in these content courses, shows but little emphasis to the function of this material in teaching children in some public school. The chief assumption is apparently that knowledge of the detailed facts of the courses is the *sine quo non* of the professional training of teachers.

Thus, the content courses appear to offer at present little professional treatment of subject matter of the social studies. It is evident that these courses in teacher-training institutions at present are but slightly professionalized.

e. *Other types of guarantees essential to preparing properly the teacher of the social studies.* (1) *Entrance requirements.* As noted under the general principles teach-

[18]One can but commend the zealous activity of the scholars in the various subject matter fields of the social studies. Their research in the past 40 years have given us in large degree the *truth* concerning the social studies. Their painstaking care and scientific spirit is to be commended. But the query we raise with specialists in subject matter is whether one may assume that knowledge of these materials is the *sole* requirement to teach the social studies in the public schools. It is granted that it is an important aspect but its treatment for the specialist in college or even the student who plans to devote his life to similar pure research in this subject matter must necessarily be far different than for the teacher of children in public schools who at present can devote but comparatively little time to preparing himself in the teaching of the social studies. Teachers require obviously not only the knowledge of *what* they are to teach; they also require that equipment which will tend to show them *how* to teach.

er-training institutions demand, at least as stated in their catalogs, the completion of high school work as a condition of entrance. Whether there are devious ways by which "paper" requirements in catalogs are evaded was not ascertained. There is a decided tendency for teachers colleges and normal schools to do away with high school work in the form of adult schools and the like. In general it can probably be rather safely said at present that teachers colleges, with the exception of possible duplications pointed out by Koos, are approaching the ideal where they can presuppose the equivalent of twelve years of elementary and secondary school work as a condition of entrance.

(2) *Residence requirements.* About 120 semester hours (approximately the normal class load of 15 such hours for four years of two semesters in each year) are required for residence by accrediting agencies and the proper ratio for curricula shorter in length than four years. Four-year teachers colleges wishing to be accredited must meet this standard of 120 semester hours of residence. As noted earlier the arts colleges tend much more to retain their students for the full four years than do the teachers colleges. The latter still largely recruit their advanced students from students who have but partially completed the necessary residence requirements and who have to stop at intervals and teach to earn money to continue their college training. The "ladder of promotion" from elementary to high school teaching is in part the "drive" that stimulates this type of student to continue his college education in this manner. Some four-year teachers colleges also permit such students to earn a considerable proportion of their advanced credits in extension work. But teachers colleges and normal schools are yet largely two-year institutions. Indeed, only about half of such institutions as yet offer four-year curricula and some of them as yet may not legally grant bachelors' degrees. Certification requirements in many states are so absurdly low that the legal compulsion for even two years of residence collegiate training is lacking. Life certificates given at the end of two years of college work, which also

may in some institutions represent in part work done in extension, also complicate the residence standards because they tend to take away the incentive for further training and hence tend to permit students to believe that two years is a sufficient length of time for a person to become a trained teacher. The practice of granting life certificates to teach, even at the end of four years of training, should be abolished. Residence in teachers colleges is not as yet to the point where it fulfills all the criteria implied in this standard.

(3) *Credits.* We noted earlier that the standard credit unit is one of *time,* presumably so many recitation hours in a term. In recognized collegiate institutions, fully accredited by the powerful accrediting agencies, this standard is rather rigidly adhered to. Teachers colleges, now rather rapidly being standardized, are attempting to grant credits mostly for residence study in terms of a standard amount of time spent in recitation in each course. Former "liberal" practices of giving credits for experience, for irregular outside work, and for "reading circle" courses are not found in any great degree in these institutions now. Nor are the students permitted to take an excessive *load* (they are usually limited to a small amount of excess credit if they show ability to do highly creditable work).[19] Extension work is also being standardized. Even though considerable opportunity still exists to earn such credits, there is now implied that the extension work must be equivalent in time to residence study.[20]

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[19]In one of the institutions with which one of the present writers is connected (Colorado State Teachers College) the normal load is 16 recitation hours per quarter of 12 weeks. If a student takes but 15 hours in one quarter, he may take 17 in a subsequent quarter. Only students who show by a score on the intelligence test that places them in the upper quartile that they apparently have the ability to carry extra work may register for such work. And not even these students are permitted to take *more* than 18 quarter hours in any one quarter.

[20]The issue of extension work is extremely complicated. One argument in its favor is that it stimulates many teachers of limited or partial collegiate training to study rather systematically and continuously in the field. It is, to some extent at least, an apparent form of in-service training. On the other side of the issue we note that extension work fails largely to give the student the benefits of the wide experience and scholarship of the instructor, the class discussion and the equipment of the institution. Certainly, as long as a considerable proportion of our teaching staff are under-trained, below the extreme minimum of two years of college work, there is some excuse for the work of extension departments. But teacher-training institutions can make the work, at least, adhere to the standard of time demanded of similar courses taught to students in residence.

(4) *Graduation.* As noted earlier the standard amount of work for graduation is four years. But many institutions training teachers offer curricula even of one year in length and types of graduation certificates are granted at the end of these shorter curricula. There is in the teachers colleges a decided trend to prescribe most of the work in the curriculum. For example, students are required to take about one-third of their work in the field of education and psychology, and similar proportions in the various major fields of learning—English, social studies, and science. Arts colleges, while apparently offering a far greater opportunity for election of studies, nevertheless attempt to insure some prolonged study of various fields of learning and to stimulate the student to rather specialized study of some one or two subjects through the requirement of majors and minors. The difficulty is, however, that the graduation requirements do not sufficiently guarantee that the student has studied materials *most directly* preparing him to teach what he will need to teach in the public schools nor do the graduation requirements include to any great extent professionalized courses in the subjects he plans to teach.

(5) *Certification and Appointment.* While the tendency now is for the certification of teachers to be chiefly handled by state rather than local school authorities, making for greater uniformity in practice; yet the standards of states are absurdly low for all types of teaching. Minimum standards, which portray the lack of high legal requirements to teach and the lack of sufficient college training for *elementary teachers,* show that only 10 of the 24 states studied *require* even as much academic training as the completion of high school work. A similar number do not require any professional work. Minimum standards for *high school teachers* are equally low; the minimum amount of college training *required* to teach in the high school is two years of college work. Only 8 states require four years of training above the high school. The highest grades of certificates for elementary teachers require two years of college work and four years above high school for high school

teachers. On the high school level there is but little agreement concerning the professional work to be taken in education and psychology, except that it should total about 15 semester hours. With such low legal demands made as conditions of entrance into the profession it is, of course, extremely difficult for teacher-training institutions to maintain high standards. One cannot too strongly condemn the present low certification requirements. If education is a vital public institution and if the public not only supports it financially but also the agencies training its teachers, then, the public should see to it that only properly trained persons are permitted to teach the children of America.[21] This guarantee of proper certification is decidedly not realized now.

(6) *Extra-departmental relations of social studies instructors in teacher-training institutions.* (a) *Relations with the practice and training schools.* Most teachers colleges (all but two of those personally visited) have schools to give practice teaching for *elementary* teachers. But only 13 (one-half) of those schools personally studied have practice schools for persons planning to become *high school teachers.* In the arts colleges studied by Dawson only about one-third had practice schools; those that did were probably for high school practice. The inadequacy of practice facilities, as far as the relationships of the college instructors are concerned, is most evident when one notes the fact that in 24 (92 per cent) of the 26 schools intensively studied *there is no planned coordination between the content departments and the practice schools.* While the instructors in the content departments told the personal investigator that they were not satisfied with present arrangements, the fault of this failure to coordinate the two mutually interdependent factors in training prospective teachers of the social studies is not entirely to be placed upon the shoulders of those responsible for the conduct of the training schools. There is an insufficient

[21]It is said that the teaching profession is a stepping stone to other professions. But someone in the profession has pointed out that those who do this forget that *they are stepping on the children of the land.*

guarantee that this vital part of the training[22] of teachers is properly fulfilled.

(b) *Contacts with public schools.* The evidence shows that instructors of the social studies in the teachers colleges make but relatively few attempts to keep in close touch with work similar to their own going on in the public schools. In but one of the 26 schools personally visited were visits by instructors in the social studies to classes in the social studies in public schools *definitely planned.* In two schools casual, irregular visits were made. In 15 of the schools (over one-half) no instructors were found *who made it a regular practice to visit public schools.* It will be recalled that but slight attention is given in the courses in the social studies in teachers colleges to public school courses of study that presumably these prospective teachers in training will subsequently have to deal with. But a slight proportion of the instructors obtain contact with public school work in their field by means of membership on committees of local and state associations that take up for study experiments and studies of public school practice. There is a further failure to follow up the graduates majoring in their departments to discover the success or the difficulties of these beginning teachers on the job, and with a view to adapting the training materials in the teachers colleges in accordance with public school practice. There appears to be, then, but a slight guarantee that instructors in the social studies in teachers colleges are making the needed contacts with public school practices in their field. And it is, of course, this public school practice that it is their task to train for.

(c) *The development of new materials and methods through experimental work.* None of the institutions personally studied have a school for experimental work. There is, moreover, but little evidence that experimental work is being carried on in any large, fundamental way in these institutions. There is some so-called experimental work going on in the practice schools. There is similarly no

[22]Whether it be practice teaching or merely observation and demonstrations of good teaching.

great amount of data concerning the nature of the courses offered by the instructors of the social studies that the rather extensive experimental work in other research centers and public schools is even being discussed in the teachers colleges. There is evidence that there is a nation-wide movement to reorganize the social studies. But there is no great guarantee that instructors of the social studies in teachers colleges are acquainting themselves with these movements or attempting to assume any responsibility for the direction the movement may take.[23]

(d) *Summary of the extent to which the courses in the social studies in the teachers colleges and normal schools attempt to fulfill rather objectively determined requirements for teaching these similar courses in public schools.* We have noted the social studies chiefly taught and required in public schools and in the teacher-training institutions. While the latter give about the same emphasis in required credits as do the former, when one compares in detail the two practices one discovers the training courses are not sufficiently identical with the similar public school courses. In other words, there is an insufficient guarantee that prospective teachers are even equipped with the necessary *content* or *knowledge* that they apparently will later have to teach, not to mention equipping them with professionalized materials.

The courses that students take are principally factual in character. They largely represent academic, systematic, intensive study of periods or topics of a given social study. The courses are almost entirely non-professionalized; that is, the courses in very slight degree treat the content in a functional way—they hardly discuss the suitability of the content for school pupils or methods to be used in adapting this content to the abilities, maturity, and interests of public school pupils. There is no accepted amount of prescribed material. There is variety in the requirements —really chaos.

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[23]This statement does not imply that they should endorse it, but it does imply that they should be critical of it, give their students an opportunity to learn of it, and perhaps, generalize about it for themselves.

Other guarantees apparently essential to equipping persons to teach the social studies in the public schools are not fulfilled in any high degree. The minimum training periods—four or even two years of college work—are not realized for all teachers. The legal guarantees of proper certification by the states do not adequately support the efforts of teacher-training institutions to insure adequate training as a condition of admission to the profession. The activities of the instructors of the social studies in the teachers colleges are comparatively narrow—they are confined chiefly to the organization and teaching of their own courses in their own rather distinct departments. In but slight degree do these instructors coordinate their work with the practice work in their field in the training schools or with the work in the social studies in the public schools. There is little effort on their part to carry on experimental work, and from partial data there is little indication that these instructors carry on much research work in their academic field of interest.

But there are indications that these instructors feel the need of expanding and reorganizing their work. The dissatisfaction expressed by many of them with present conditions leads one to hope that they will study their job from a *functional* point of view. The present writers hope that this report will stimulate these instructors and even the administration in the teachers colleges to study the rather objective data now available concerning the needed preparation of teachers of the social studies. These instructors can do much to improve present training work. Deficiencies have been pointed out and it is hoped rather impersonally. Standards have been stated. It but remains for these instructors, conscious of deficiencies and standards, to attack the problem. It but remains for teacher-training institutions to overcome the hiatus revealed between progressive public school practice and the preparation now offered. The curriculum demanded in teacher-training institutions is apparently a differentiated, particularized, professional curriculum which will properly provide for the actual duties, difficulties, and problems of teaching the social

studies now required in public schools. It is seemingly a curriculum which will teach prospective teachers the information, skills, attitudes, and ideals that objective study shows are necessary to close the present gap between the public school curriculum in the social studies and the preparation of teachers for this crucial phase of the present school program of instruction. Social and learning investigations are tending to reveal rather precisely what the school curriculum is likely to become. Teacher-training institutions must continually adapt their preparation to changes in the public school program. The two agencies—the curriculum and the teacher—are correlative factors in the task of equipping boy and girl citizens to engage with efficiency and satisfaction in the activities in which they will tend to engage anyway and those in which they might be taught to engage. Both agencies are indispensable. Neither can make its contribution without detailed objective study. Both have available even at present the methods for determining how to realize their objectives. It but remains to achieve the goals set.

Final Comment

America today is apparently willing to support public schools. America has, as noted, enormously expanded and enriched its training program. America has the wealth to pay the cost of an extended and expanded curriculum. She alone wishes to be assured that the results implied will be obtained; namely, a schooling that will equip boy and girl citizens to carry on efficiently the activities of life and that will somehow give them a better preparation for adult life in a democracy than they otherwise would obtain if formal school training was not available.

There is thus a great responsibility placed upon the schools. The schools are predominantly what the teachers make them. And the teachers will meet or will fail to meet their responsibility when the teacher-training institutions prepare them or fail to prepare them properly for this tremendous responsibility. Teacher-training institutions must properly prepare prospective teachers for this responsibility.

APPENDIX

TABLE I

LIST OF TEACHER-TRAINING INSTITUTIONS FROM WHOM INFORMATION WAS GATHERED BY MEANS OF QUESTIONNAIRES AND WHOSE CATALOGS WERE ANALYZED

Town	State	Institution
Daphne	ALABAMA	State Normal School
Florence		State Normal School
Jacksonville		State Normal School
Livingston		State Normal School
Montgomery		State Normal School
Troy		State Normal School
Flagstaff	ARIZONA	Northern Arizona Normal School
Tempe		Normal School of Arizona
Conway	ARKANSAS	Arkansas State Normal School
Pine Bluff		Agricultural, Mechanical & Normal School
Arcata	CALIFORNIA	Humboldt State Teachers College
Chico		Chico State Teachers College
Fresno		State Teachers College
San Diego		State Teachers College of San Diego
San Francisoo		San Francisco State Teachers College
San Jose		State Teachers College
Santa Barbara		State Teachers College
Cullowhee	N. CAROLINA	Cullowhee Normal & Industrial School
Durham		State Normal School
Elizabeth City		State Normal School
Fayetteville		State Normal School
Greenville		East Carolina Teachers College
Method		Berry O'Kelly Training School
Winston-Salem		Slater State Normal School
Gunnison	COLORADO	Western State College
Greeley		Colorado State Teachers College
Danbury	CONNECTICUT	State Normal School
New Britain		State Normal Training School
New Haven		State Normal Training School
Willimantic		State Normal School
Washington	D. C.	J. Ormand Wilson Normal Schoool
Washington		Miner Normal School
Dickinson	NORTH DAKOTA	State Normal School
Ellendale		State Normal and Industrial School
Mayville		State Normal School
Minot		State Normal School
Valley City		State Teachers College
Aberdeen	S. DAKOTA	Northern Nolmal & Industrial School
Madison		Eastern State Normal School
Spearfish		State Normal School
Springfield		Southern State Normal School
Albany	GEORGIA	Georgia Normal & Industrial School
Athens		State Normal School
Atlanta		Georgia Normal Training School
Valdosta		The Georgia State Woman's College
Albion	IDAHO	State Normal School
Lewiston		State Normal School

TABLE I (Continued)

Town	State	Institution
Carbondale	ILLINOIS	Southern Illinois State Normal University
Charleston		Eastern Illinois State Teachers College
Chicago		Chicago Normal College
Dekalb		Northern Illinois State Teachers College
Macomb		Western Illinois State Teachers College
Normal		Illinois State Normal University
Muncie	INDIANA	Indiana State Normal School
Terre Haute		Indiana State Normal School
Cedar Falls	IOWA	Iowa State Teachers College
Sioux City		Sioux City Normal School
Emporia	KANSAS	Kansas State Teachers College
Hays		Kansas State Teachers College
Pittsburg		Kansas State Teachers College
Bowling Green	KENTUCKY	Western Kentucky State Normal & Teachers College
Frankfort		Kentucky Normal & Industrial Institute
Louisville		Louisville Normal School
Morehead		State Normal School
Murray		State Normal School
Richmond		Eastern Kentucky State Normal & Teachers College
Bastrop	LOUISIANA	Morehouse Parish Training School
Converse		Sabine Parish Training School
Franklinton		Washington Parish Training School
Grambling		Lincoln Parish Training School
Natchitoches		Louisiana State Normal College
New Orleans		New Orleans Normal School
Castine	MAINE	Eastern State Normal School
Farmington		State Normal School
Gorham		State Normal School
Lewiston		Dingley Normal Training School
Machias		Washington State Normal School
Presque Isle		Aroostook
Baltimore	MARYLAND	Baltimore Teachers Training School
Bowie		Maryland State Normal & Industrial School
Frostburg		State Normal School
Towson		Maryland State Normal School
Boston	MASSACHUSETTS	Boston Normal School
Bridgewater		State Normal School
Fitchburg		State Normal School
Framingham		State Normal School
Hyannis		State Normal School
Lowell		State Normal School
North Adams		State Normal School
Salem		State Normal School
Westfield		State Normal School
Worcester		State Normal School
Detroit	MICHIGAN	Detroit Teachers College
Kalamazoo		Western State Normal School
Marquette		Northern State Normal School
Mount Pleasant		Central Michigan Normal School
Ypsilanti		Michigan State Normal School
Bemidji	MINNESOTA	State Teachers College
Duluth		State Teachers College
Mankato		State Teachers College
Moorhead		State Teachers College
St. Cloud		State Teachers College
Winona		State Teachers College
Hattiesburg	MISSISSIPPI	Mississippi Normal College

TABLE I (Continued)

Town	State	Institution
Cape Girardeau	MISSOURI	Southeast Missouri State Teachers College
Jefferson City		Lincoln University
Kansas City		Teachers College of Kansas City
Kirksville		Northeast Missouri State Teachers College
Maryville		Northwest Missouri State Teachers College
St. Louis		Harris Teachers College
Springfield		Southwest Missouri State Teachers College
Warrensburg		Central Missouri State Teachers College
Dillon	MONTANA	Montana State Normal College
Chadron	NEBRASKA	Nebraska State Normal School & Teachers College
Kearney		Nebraska State Normal School & Teachers College
Peru		Nebraska State Normal School & Teachers College
Wayne		Nebraska State Normal School & Teachers College
Concord	NEW HAMPSHIRE	Dewey Training School
Keene		State Normal School
Plymouth		State Normal School
Glassboro	NEW JERSEY	State Normal School
Jersey City		Teacher Training School
Montclair		State Normal School
Newark		State Normal School
Paterson		State Normal School
Trenton		State Normal School
East Las Vegas	NEW MEXICO	New Mexico Normal University
Silver City		New Mexico State Normal School
Albany	NEW YORK	State College for Teachers
Brockport		State Normal School
Brooklyn		Maxwell Training School for Teachers
Buffalo		State Normal School
Cortland		State Normal School
Fredonia		State Normal School
Geneseo		State Normal School
Jamaica		Training School for Teachers
New Paltz		State Normal School
New York		New York Training School for Teachers
Oneonta		State Normal School
Oswego		State Normal School
Plattsburg		State Normal School
Potsdam		State Normal and Training School
Rochester		City Normal School
Schenectady		Teachers Training School
Syracuse		Training School for Teachers
Watertown		Watertown Training School
Bowling Green	OHIO	State Normal School
Cleveland		Cleveland School of Education
Columbus		Normal School
Dayton		Normal School
Kent		State Normal College
Lima		Normal School
Zanesville		City Normal School
Ada	OKLAHOMA	East Central State Teachers College
Alva		Northwestern State Teachers College
Durant		Southeastern State Teachers College
Edmond		Central State Teachers College
Langston		Colored Agricultural & Normal University
Tahlequah		Northeastern State Teachers College
Weatherford		Southwestern State Teachers College
Monmouth	OREGON	State Normal School

Table I (Continued)

Town	State	Institution
Bloomsburg	PENNSYLVANIA	State Normal School
California		Southwestern State Normal School
Clarion		State Normal School
East Stroudsberg		State Normal School
Edinboro		State Normal School
Indiana		State Normal School
Kutztown		Keystone State Normal School
Lock Haven		Central State Normal School
Mansfield		State Normal School
Millersville		State Normal School
Philadelphia		Philadelphia Normal School
Pittsburgh		Teachers Training School
Shippensburg		Cumberland Valley State Normal School
Slippery Rock		State Normal School
West Chester		State Normal School
Providence	RHODE ISLAND	Rhode Island College of Education
Alpine	TEXAS	Sul Ross State Normal College
Canyon		West Texas State Teachers College
Commerce		East Texas State Teachers College
Denton		North Texas State Teachers College
Hunstville		Sam Houston State Teachers College
Nacogdoches		Stephen F. Austin Teachers College
Prairie View		State Normal & Industrial College
San Marcos		Southwest Texas State Teachers College
Johnson City	TENNESSEE	East Tennessee State Normal School
Murfreesboro		Middle Tennessee State Normal School
Normal		West Tennessee State Normal School
Castleton	VERMONT	State Normal School for Women
East Radford	VIRGINIA	State Normal School for Women
Ettricks		Virginia Normal and Industrial Institute
Farmville		State Normal School for Women
Fredericksburg		State Normal School for Women
Harrisonburg		State Normal School for Women
Richmond		Armstrong Normal School
Richmond		City Normal School
Athens	WEST VIRGINIA	Concord State Normal School
Bluefield		Bluefield Institute
Fairmont		State Teachers College
Glenville		State Normal School
Huntington		State Normal School
Institute		West Virginia Collegiate Institute
Shepherdstown		Shepherd College, State Normal School
West Liberty		State Normal School
Bellingham	WASHINGTON	State Normal School
Centralia		State Normal School
Cheney		State Normal School
Ellensburg		State Normal School
Eau Clair	WISCONSIN	State Normal School
La Crosse		State Normal School
Marinette		Stephensen Training School
Menominee		Stout Institute
Milwaukee		State Normal School
Oshkosh		State Normal School
Platteville		State Normal School
River Falls		State Normal School
Stevens Point		State Normal School
Superior		State Normal School
Whitewater		State Normal School

TABLE II

LIST OF TEACHER-TRAINING INSTITUTIONS WHOSE CURRICULA OFFERINGS IN THE SOCIAL STUDIES WERE INVESTIGATED THROUGH PERSONAL VISITATIONS

Name of School	City	State
1. New Jersey State Normal School	Trenton	New Jersey
2. Maryland State Normal School	Towson	Maryland
3. Virginia State Teachers College	Harrisonburg	Virginia
4. East Carolina Teachers College	Greenville	N. Carolina
5. Georgia State Teachers College	Athens	Georgia
6. Alabama State Normal School	Florence	Alabama
7. Mississippi State Teachers College	Hattiesburg	Mississippi
8. Louisiana State Teachers College	Natchitoches	Louisiana
9. North Texas State Teachers College	Denton	Texas
10. California State Teachers College	San Jose	California
11. Oregon State Teachers College	Monmouth	Oregon
12. Washington State Normal School	Bellingham	Washington
13. Washington State Normal College	Ellensburg	Washington
14. Idaho State Normal School	Lewiston	Idaho
15. Colorado State Teachers College	Greeley	Colorado
16. Kansas State Teachers College	Emporia	Kansas
17. Southwest State Teachers College	Springfield	Missouri
18. Nebraska State Normal and Teachers College	Peru	Nebraska
19. Iowa State Teachers College	Cedar Falls	Iowa
20. Northern Normal and Industrial School	Aberdeen	South Dakota
21. Minnesota State Teachers College	St. Cloud	Minnesota
22. Wisconsin State Normal School	Milwaukee	Wisconsin
23. Illinois State Normal University	Normal	Illinois
24. Indiana State Normal School	Muncie	Indiana
25. Michigan State Normal College	Ypsilanti	Michigan
26. Cleveland School of Education	Cleveland	Ohio

TABLE III

REQUIREMENTS FOR ADMISSION TO TEACHER-TRAINING INSTITUTIONS IN 710 CURRICULA IN APPROXIMATELY 180 TEACHER-TRAINING INSTITUTIONS, CONDENSED TO SHOW VARIETY OF CONDITIONS OF ADMISSION

REQUIREMENTS FOR ENTRANCE	TOTAL
The word accredited is used for any of the following: Approved, Accepted, Commissioned, Standard, First Grade, Recognized, Standard First Class, First Class	
Graduate of accredited H. S.	282
Graduate of accredited H. S., 16 units	19
Graduate of High School	42
Graduate of Secondary School	6
Class A	
Graduate of accredited H. S. or Equivalent	
Graduate of accredited H. S. or Equivalent, 16 units	93
Graduate of H. S. or Equivalent	2
Graduate of Secondary or Equivalent	14
15 Units accredited H. S.	39
15 Units accredited H. S. or Equivalent	4
15 Units accredited H. S. designated	7
15 Units accredited H. S. (2 units, social science)	
15 Units accredited H. S. (1 unit, social science)	2
15 Units Secondary School	10
15 Units H. S. Work or Equivalent	3
15 Units H. S., Age 16, Good Health and Morals	3

Table III (Continued)

REQUIREMENTS FOR ENTRANCE	TOTAL
16 Units accredited H. S.	18
16 Units accredited H. S. or Equivalent	
Graduate of accredited H. S., Age 16	9
Graduate of accredited H. S., Girls 15, Boys 16	5
Graduate of accredited H. S., Good Health	22
Graduate of accredited H. S., Good Health and Morals	12
Graduate of H. S., Play Piano	
Graduate of H. S., Permission of President	1
Graduate of H. S., Good Health, Sing, Play	2
Graduate of H. S., Good Health and Morals	
Graduate of H. S., Sing and Play	
Graduate of H. S., Age 16	
Graduate of H. S., and Resident of New Jersey	6
Graduate of accredited H. S., 2 units social science	11
Graduate of accredited H. S., 16 years, Good Health	8
High School Graduate, 16 years, Good Health	6
High School Graduate and First Grade Certificate	1
High School Graduate or Those with County Certificate	4
High School Graduate or Equivalent, Age 16	2
High School Graduate and Health Certificate	12
High School Graduate, Good Health and Morals	1
High School Graduate, Age 16	
High School Graduate, Play Piano	1
High School Graduate, Good Health	4
High School Graduate, and 3 years Teaching	1
Graduate of accredited H. S. or Equivalent, Age 16	5
Graduate of accredited H. S. or Equivalent, Age 16, Health & Morals	4
Graduate of accredited H. S. or Equivalent, Good Health	8
Graduate of accredited H. S., or Equivalent, Age 18, Sing and Play	3
Graduate of accredited H. S. or Equivalent, Good Health & Morals	7
Graduate accredited Secondary School, 2 units social science	4
Graduate Class A Secondary School, Good Health & Morals	4
Graduate of H. S., First Grade Certificate	
Advanced Diploma from Normal	1
Graduate Colleges and Normals	3
Graduate Colleges and Universities	3
Completion Elementary Rural Course or Equivalent	1
High School Education	1
Four-Year Collegiate Credit	1
Unknown	13
Total	710

TABLE IV

THE NUMBER AND NAMES OF CERTIFICATES, DIPLOMAS, LICENSES, AND DEGREES OFFERED UPON THE COMPLETION OF DIFFERENT CURRICULA IN TERMS OF LENGTH AND KIND. (SUMMARY TABLE)

Total	CERTIFICATES
4	Advanced Certificate
1	Advanced Rural Certificate
1	Advanced Rural State Certificate
10	Certificate
1	Certificate to Teach
1	Certificate Valid for Four Years
1	Certificate of Qualifications as Kindergarten-Primary Teacher
5	Certificate of Graduation
1	Class "A" Professional Elementary Certificate
1	Class "B" Elementary Professional Certificate
1	College Elementary Certificate—Valid for Two Years
3	Elementary Certificate
2	Elementary College Certificate
1	Elementary School Special Teachers' Certificate
1	Elementary School "B" Teachers' Certificate
2	Elementary Certificate First Class
1	Elementary Rural Certificate
1	Elementary Certificate Valid for Two Years
3	Elementary Teachers' Certificate
1	Elementary Certificate Valid for Four Years
2	Elementary Professional Certificate
6	First Grade Certificate
2	First Grade State Certificate
3	First Grade County Elementary Certificate
2	First Grade Normal School Certificate
1	First Grade Rural Certificate
2	Four-Year Kindergarten Certificate
1	Four-Year Elementary Certificate
2	Four-Year High School Certificate
2	General Elementary State Certificate
1	General Elementary Teachers' Certificate
1	Graded School Certificate
1	Grammar Grade Certificate Class B
1	High School Life Certificate
2	High School Teachers' Certificate—Valid for Six Years
1	High School Teachers' Certificate
2	High School Certificates—First Class—Valid for Two Years
2	Junior Certificate
2	Kindergarten Certificate
2	Kindergarten-Primary Teachers' Certificate
1	Kindergarten-Primary Proficiency Certificate
1	Kindergarten-Primary Certificate
48	Life Certificate
1	Life Elementary State Certificate
8	Limited Certificate—Valid for Three Years
5	Limited Normal School Certificate
7	Normal School Certificate
4	Normal Professional Certificate
2	Normal Certificate—Valid for Five Years
1	Normal School Elementary Certificate
3	One-Year State Certificate

Table IV (Continued)

Total	CERTIFICATES
4	Permanent Certificate
3	Permanent Normal State Certificate
8	Permanent Elementary Certificate
1	Permanent Normal School Certificate
2	Permanent High School Certificate
2	Primary Certificate Class B
1	Probationary State Certificate
1	Professional Elementary Certificate
1	Regents' Certificate
1	Rural Certificate
1	State Certificate
2	State Normal Certificate
1	State Five-Year Elementary Certificate
2	Special Teachers' Certificate
10	Second Grade Professional Certificate
1	Second Grade Professional Certificate—Two Years
3	Short Course Teachers' Certificate
1	Short Course Equivalent Certificate
1	Short Normal Course Certificate
1	Two-Year State Certificate
1	Teachers' Life Certificate
3	Temporary High School Certificate—First Class
1	Two-Year Diploma Course Certificate
1	Two-Year Certificate
	Two-Year Kindergarten Certificate
1	Two-Year Certificate Class "A"
2	30-Hour Certificate—Valid for Two Years
2	Teachers' Certificates Class "A"
	DIPLOMAS
22	Advanced Diploma
1	Advanced Three-Year Diploma
24	Diploma
2	Diploma—One Year
6	Diploma of Graduation
3	Diploma Good for One Year in Wisconsin
5	Elementary Diploma
2	Elementary School Teachers' Diploma
2	Graduate Normal School Diploma
1	General Professional Diploma
1	Junior College Diploma
1	Kindergarten-Primary Teachers' Diploma
21	Life Diploma
3	Licentiates Diploma
22	Normal Diploma
32	Normal School Diploma
4	Normal School Elementary Diploma
2	Non-Professional Diploma
1	One Year Diploma
1	State Diploma
2	Standard Normal Diploma
1	Special Diploma
4	Special Diploma in Elementary Education
10	Two-year Diploma
1	Teachers' Diploma
2	Teachers' College Diploma

Table IV (Continued)

Total	CERTIFICATES
	LICENSES
1	First Grade License
1	First Class Elementary Teachers' License
4	Intermediate or Grammar Grade License
3	Life License
1	Primary Teachers' License—First Grade
2	Rural School Teachers' License
11	Temporary License or Diploma
	DEGREES
29	A.B.
12	A.B. in Education
21	A.B. or B.S.
8	B.S.
11	B.S. in Education
1	B.Pd.
6	Bachelor's Degree
8	Ed.B.
1	M.Di.
	COMBINATIONS GIVEN
3	A.B. in Ed. & First Class Professional Certificate
1	A.B. in Ed. & Life Certificate
1	A.B. & Four-Year Diploma
1	A.B. & Permanent High School Certificate
1	A.B. or B.S. & First Grade High School License
1	Advanced Three-Year Diploma & High School License
4	B.S. in Ed. and State Life High School Certificate
1	B.S. in Ed. and Life Professional Certificate
2	B.S. and Permanent High School Certificate
2	B.S. and Professional Collegiate Certificate
2	B.S. in Ed. and Life Certificate
3	Diploma and State Certificate
3	Diploma and Life Certificate
2	Diploma and Standard Certificate
3	Diploma and Permanent Elementary Certificate
3	Diploma and State Provisional Certificate
1	Diploma and Intermediate Certificate Class "B"
1	Diploma and State License
1	Diploma and First Grade Elementary Certificate
2	Diploma and Standard Certificate
1	Diploma and Grade Certificate Class "B"
1	Degree and Permanent High School Certificate
2	Diploma and Normal Professional Certificate
1	Elementary Diploma and Professional Certificate
1	First Grade County Elementary Certificate and County H. S. Certificate
1	General Elementary Certificate and Degree
1	Institute Diploma and Normal Professional Certificate
1	Kindergarten License and Kindergarten Certificate
3	Life Certificate and Special Proficiency Certificate
1	Life Certificate and Special Junior High Certificate
1	Life Certificate and Proficiency Kindergarten Certificate

Table IV (Continued)

Total	CERTIFICATES
4	Normal School Diploma and First Grade Certificate
2	Normal School Diploma and Third Grade Certificate
2	Normal School Diploma and Normal Professional Certificate
2	One-Year Diploma and First Grade Certificate
1	Pd.M and Life Certificate
1	Permanent Kindergarten Certificate and A.B.
2	State Certificate and Life Diploma
2	Sophomore Diploma and Permanent Elementary Certificate
1	Special Diploma and State Teachers' Certificate "B"
2	Teachers' Diploma and State Elementary Certificate
1	Three-year Diploma and Life Elementary Certificate
1	Teachers' Diploma and Special Certificate
1	60-Hour Diploma and Life Certificate
2	90-Hour Diploma and Life Certificate
1	120-Hour Diploma and Life Certificate and B.S. in Ed.
1	190-Hour Diploma and Life Certificate
116	No statement of what is granted.
710	Total

TABLE V

PER CENT OF SUBJECT MATTER THAT TEACHERS COLLEGES REQUIRE IN VARIOUS CURRICULA—KINDERGARTEN-PRIMARY, INTERMEDIATE, UPPER GRADES, GENERAL, RURAL, AND HIGH SCHOOL— AND IN LENGTH OF CURRICULA, (1, 2, 3, AND 4 YEARS) WITH SPECIAL REFERENCE TO THE SOCIAL STUDIES. (SUMMARY TABLE)

All Subjects Required	1 Year Graduates	2 Year Graduates	3 Year Graduates	4 Year Graduates	Average 1-4 Year Graduates
Education	35.21	31.46	32.79	23.88	30.88
English	17.40	13.73	9.72	10.10	12.73
Social Studies	10.95	11.88	11.88	13.43	12.03
Science	6.68	10.61	8.76	7.15	8.30
Fine Arts	6.25	8.10	9.32	2.33	6.50
Mathematics	5.90	3.06	2.38	2.80	3.53
Industrial Arts	1.33	1.20	1.56	1.21	1.32
Foreign Language	.53	.37	.60	.70	.54
Domestic Arts	.71	.70	.02	.33	.44
Electives	15.55	19.40	20.62	36.98	23.13
Social Studies Required					
History	3.28	3.90	3.50	5.58	4.06
Civics	.88	1.18	.33	.98	.84
Geography	3.81	4.08	3.30	2.11	3.32
Sociology	1.56	1.45	1.76	2.60	1.84
Economics	.25	.25	.35	1.08	.48
Other Social Studies	.05	.40	.09	.10	.16

TABLE VI

CERTIFICATION REQUIREMENTS—MINIMUM AND HIGHEST GRADE—ELEMENTARY AND HIGH SCHOOL*

a. ELEMENTARY TEACHERS

	Lowest Grade[1] High School Training	Certificate Professional Training	Highest Grade Certificate College Training (above H. S.)
Alabama			12 weeks
Arizona	4 yrs.	10 sem. hrs.	2 years
Arkansas		None	
Colorado		None[2]	2 years
Illinois			2 years
Indiana	4 yrs.	30 sem. hrs.	2 years
Iowa		12 sem. hrs.	4 years
Kansas			2 years
Louisiana	4 yrs. or equivalent	5 sem. hrs.	2 years
Maryland		5 sem. hrs.	2 years
Michigan	4 yrs.	5[3] sem. hrs.	2 years
Minnesota			2 years
Missouri	2 yrs.	0	2 years
New Jersey	4 yrs.	10 sem. hrs.	12 weeks
New Mexico			3 years
North Dakota		0	Norm. train. in H. S.
North Carolina			4 years
Ohio	4 yrs.	30[4] sem. hrs.	2 years
Oklahoma			2 years
Oregon	4 yrs.	20 sem. hrs.	2 years
Pennsylvania	4 yrs.	8 sem. hrs.	
Rhode Island			2 years
South Carolina		0	2 years
South Dakota		5 sem. hrs.	2 years
Texas		0	2 years
Utah	4 yrs.	30 sem. hrs.	2 years
Virginia	2 yrs.	0	1 year
Washington	4 yrs.	12 sem. hrs.	
West Virginia		0[5]	2 years
Wisconsin	2 yrs.	30 sem. hrs.	2 years

*Based upon data completed by Dr. E. I. Williams, *Op. cit.*

[1]30 sem. hrs. after July, 1925.

[2]H. S. graduation and 12 sem. hrs. after Sept., 1925.

[3]30 sem. hrs. after Sept., 1925.

[4]Since Jan. 1, 1924.

[5]Two years beginning Sept. 1, 1927.

TABLE VI (Continued)

b. High School Teachers

	Minimum	Maximum Coll. gr.	Prof. Sem. Hrs.	Educ. Psyc.	Psyc.	Princ. Educ.	Meth. Teach.	Pract. Teach.
Alabama	3 yrs.	Yes	18-30	x	x	x	x	x
Arizona	4 yrs.	Yes	18	x	x	x		
Arkansas	0	Yes	18					
California	4½ yrs.							
Colorado	4 yrs.	Yes						x
Illinois	0	Yes	12	x		x		
Indiana	3 yrs.	Yes	15	x		x		x
Iowa	0	Yes	20	x		x	x	
Kansas	0	Yes	18	x	x			
Louisiana	4 yrs.	Yes	0					
Maryland	4 yrs.	Yes	11 2-9				x	x
Michigan		Yes	11					
Minnesota		Yes	15				x	x
Missouri		Yes	25	(State teachers colleges also issue)				
New Jersey	1 yr.	Yes	9 1-16	x			x	
New Mexico	4 yrs.	Yes	12					
North Dakota	0	Yes	16					
North Carolina	2 yrs.	Yes	18					
Ohio	2 yrs.	Yes	15	x	x	x	x	x
Oklahoma	2 yrs.	Yes	24		x			
Oregon	0	Yes	15					
Pennsylvania								
Rhode Island	4 yrs.	Yes	12					
South Carolina	0	Yes	12					
South Dakota	0	Yes	15					
Texas	0	Yes	24				x	x
Utah	4 yrs.	Yes	16		x	x		x
Virginia	12 sem. hrs.	Yes	18					
Washington								
West Virginia	2 yrs.	Yes	20	x		x	x	x
Wisconsin	3 yrs.	Yes						

TABLE VII

THE MEANING OF THE SOCIAL STUDIES, AS FOUND IN ANALYSES OF THE CATALOGS IN 186 TEACHERS COLLEGES AND NORMAL SCHOOLS

		No. of Schools
a.	These Social Studies are Offered in	
	Civics	153
	Economics	125
	Geography	172
	History	181
	Sociology	157
	Anthropology	4
	Social Ethics	3
	Social Psychology	21
	Social Science or Studies	8
b.	The Term "Social Science" is used in 76 schools	
	The Term "Social Studies" is used in 16 schools	
	Combined Terms of "Social Science" and "Social Studies" are used in 3 schools.	
c.	In the Schools Giving Social Science or Social Studies, It is Defined in the Following Courses:	
	Civics	71
	Economics	69
	Geography	26
	History	80
	Sociology	82
	Social Science	8
	Social Studies	6
	Unclassified	46
d.	In Schools Offering Social Science There is a	
	Department of Social Studies in	72
	Department of History & Social Science	27
	Department of Political Science & Social Science	3
	Department of Social Science	42

TABLE VIII

THE MEANING OF THE SOCIAL STUDIES, AS FOUND IN THE PRACTICES OF 26 TEACHERS COLLEGES, PERSONALLY INVESTIGATED

a.	Schools Using Two Terms Social Science or Social Studies		
	(1)	Social Science	19
	(2)	Social Studies	1
b.	Subjects Included in the Social Sciences or Studies—20 Schools		
	(1)	History	11
	(2)	Geography	6
	(3)	Economics	18
	(4)	Political Science	15
	(5)	Sociology	19
	(6)	Anthropology	1
	(7)	Contemporary Civilization	2
	(8)	Americanization	1
	(9)	American Citizenship	1
	(10)	Ethics	2
c.	Schools Providing for Joint Meetings of Teachers of the Social Sciences or Social Studies		7

TABLE IX

SUMMARY OF THE NUMBER AND PER CENT OF DIFFERENT TITLES OF COURSES IN THE SOCIAL STUDIES

A—As found in analysis of the catalogs of 184 teachers colleges and normal schools			B—As found in 26 teachers colleges personally investigated		
	Total Number	Per Cent		Total Number	Per Cent
I. History	775	50.6	I. History	92	45.4
II. Geography	336	29.1	II. Geography	50	24.5
III. Sociology	118	7.7	III. Sociology	21	10.2
IV. Economics	108	7.06	IV. Economics	16	7.8
V. Social Science	27	1.8	V. Social Science	0	0.0
VI. Civics	165	10.9	VI. Civics	25	12.2
Grand Total	1529		Grand Total	204	

TABLE X

POSSIBILITIES FOR SPECIALIZING IN ONE OR MORE FIELDS OF THE SOCIAL STUDIES—FOUR-YEAR CURRICULA

No. of Report	[1]Through Free Electives	Through Selecting a Major	Through Selecting A Major and Minor		Through Selecting a Major and Two Minors		
			Major	Minor	Major	1st Minor	2nd Minor
	%	%	%	%	%	%	%
[3]1							
[3]2	2						
3	[2]6		18	14			
4	0		31	24			
5	25						
[3]6							
7	16				18	12	12
8	0		15	15			
9	10				20	15	10
10	0	29					
[3]11							
12	6		10	8			
13	5	37					
[3]14							
15	12	37					
16	0		16 2-3	13			
17	5		16	13			
18	5		16	10			
19	16		16	8			
20	0		19	11			
[3]21							
22	10		20	13			
23	58.3						
24	12				23	14	14
25	2.2				18	12	12
[3]26							

[1]Where majors or majors and minors are offered the per cent indicated under "Electives" is additional.

[2]The per cent in each case is the per cent of the entire number of credits required for graduation.

[3]No four-year curricula are offered.

TABLE XI

ELECTIVES, MAJORS, AND MINORS (FOUR-YEAR CURRICULA)

The figures below indicate the per cent of the entire time required for graduation from the four-year course that is allowed for elections; also the sum of the credits allowed for majors, minors, and electives:

Major	First Minor	Second Minor	Electives	Total
%	%	%	%	%
29	—	—	0	28
37	—	—	5	42
37	—	—	12	49
15	15	—	0	30
10	8	—	6	24
16	13	—	5	34
16	10	—	5	31
16	8	—	16	40
16 2-3	13	—	0	29 2-3
18	14	—	6	38
19	11	—	0	30
20	13	—	10	43
31	24	—	0	55
18	12	12	2.2	44.2
18	12	12	16	58
20	15	10	10	55
23	14	14	12	63
—	—	—	25	25
—	—	—	58.3	58.3

TABLE XII

SCHOOLS OFFERING VARIOUS SOCIAL STUDIES—COMPARATIVE NUMBER OF COURSES IN 26 TEACHERS COLLEGES PERSONALLY STUDIED

No. of Courses	Civics	Econ.	Geog.	Hist.	Soc.
0	16	24	79	26	20
1	28	24	4	7	18
2	18	16	0	4	12
3	15	10	3	8	11
4	6	8	1	2	8
5	7	4	0	2	2
6	1	2	3	1	1
7	1	4	0	8	1
8	0	1	1	5	1
9	1		2	7	
10	1		0	3	
11	0		0	4	
12	0		0	2	
13	1		0	1	
14		1	2	3	1
15				1	
16				2	1
17				0	1
18				1	
19				3	
20				1	
21				1	
22				1	
23				0	
24				0	
25				0	
26				1	
27		1	1	1	
Median Schools Offering	2.6	2.7	5	8.5	3.1
Median Total	2.2	2	.6	5.3	2.5

Additional courses defined as social science given in from 1-3 schools each

Social Psychology
General Psychology
Social Institutions
Social Ethics
Ethics
Anthropology
Bible Study
Democracy Problems
Accounting
Immigration
Current Literature
Finance
Commerce
Typewriting
Library Methods
Guidance
Woodwork
Social Manners and Customs
School Management
Industrial History
Health Agencies
Social Aspects of Modern Science
World Resources
Public Opinion and Press
*Citizenship
Human Traits
Social Origins
Man's Progress
Pacific Ocean
Latin America
*History of Man

TABLE XIII

COMPARATIVE OFFERINGS WHERE LACK OF BALANCE IS EASILY DISCERNIBLE IN THE MINIMUM REQUIREMENTS OF THE DIFFERENT SUBJECTS LISTED UNDER THE SOCIAL STUDIES IN THE 26 SCHOOLS PERSONALLY VISITED

School	Maintains Dept.	Civics	Econ.	Geog.	Hist.	Soc.	Anthropology	Soc. Ethics	Typewriting	Soc. Psychology	Current Literature
1	No	4	7		22	9					
2	Yes	6	4	27	16	17					
3	No	3	7	4	27	6					
4	Yes	7	2	0	19	5					
5	No	5	2	14	14	8	1	1			
6	Yes			0	13	3					
7	Yes	3	7	6	19	5					
8	No	1	6	0	15	2					
9	Yes	4	7	6	11	14					
10	Yes	2	3	4	18	5	1		1		
11	No	5	1	9	9	4				1	1

TABLE XIV

PER CENT OF EMPHASIS TO VARIOUS THEORETICAL AIMS OF THE SOCIAL STUDIES AS STATED BY INSTRUCTORS IN THE SOCIAL STUDIES IN 26 TEACHERS COLLEGES PERSONALLY VISITED

	Hist. 190 crss.		Geog. 126 crss.		Soc. 60 crss.		Pol. Sci. 62 crss.		Econ. 43 crss.	
	Tms.	Pct.	Tms.	Pct.	Tms.	Pct.	Tms.	Pct.	Tms.	Pct.
Class A—Acquisition of facts										
(1) To have students acquire facts from texts and classwork	167	58.59	46	28.57	15	14.15	12	17.91	12	17.91
(2) To give students a knowledge of the principle of the subject	2	0.7	46	28.57	16	15.09	17	25.37	17	25.37
(3) To supply students with the subject matter necessary for teaching	56	19.64	31	19.2	24	22.64	1	1.5	22	32.83
(4) To make the present day intelligible	23	8.07	8	4.96	3	2.73	22	32.83	1	1.5
Class B—Technics of subjects										
(1) To train in right methods of study	4	1.2	1	0.6	3	2.73	3	4.4	3	4.4
(2) To teach the use of the material of the subject other than books	2	0.7	3	1.8	4	3.77	0	0	0	0
(3) To acquaint students with the literature of the field	15	5.26	4	2.48	4	3.77	0	0	0	0
(4) To train in the scientific method of treating the subject	6	2.1	8	4.96	4	3.77	0	0	0	0
Class C—Attitudes, Ideals etc.										
(1) Openmindedness	7	2.4	2	1.2	8	7.54	8	11.9	8	11.9
(2) To help students build worthy attitudes and ideals	2	0.7	12	7.4	23	22.64	4	6.32	4	6.32
(3) To stimulate activity toward the promotion of progress	0	0	0	0	1	0.94	0	0	0	0
(4) To train in community leadership	1	0.3	0	0	1	0.94	0	0	0	0
Totals	285	99.66	161	99.74	106	100.7	67	100.23	67	100.23

TABLE XV

CHIEF AIMS IN METHODS COURSES AS GIVEN BY INSTRUCTORS IN 26 TEACHERS COLLEGES PERSONALLY STUDIED

	History	Geography	Social Science
1. To supply content	13	17	1
2. To make students aware of developing ideals through the study of history	3		
3. To acquaint students with courses of study used in public schools	2	1	2
4. To acquaint students with methods	15		4
5. To give practice in organizing units of work for teaching	4	1	
6. To acquaint with references	4	20	1
7. To acquaint with the interests of children in the different grades and the use of their interests in determining history material to be used	1		
8. To acquaint students with histories to be used along with history work	1		
9. To develop a critical attitude toward content of grade courses in geography		2	
10. To give the modern point of view in geography		4	
11. To give a comprehensive definition of geography which will suggest the purpose of teachers' geography		4	
12. To show relation of geography to other fields		1	
13. To prepare students to teach history in the high school			1
14. To acquaint students with the recent social studies movement			1
15. To prepare students to teach in the grades			3
TOTAL	43	50	13

TABLE XVI

A Comparative Ranking of Chief Aims of the Social Studies, as Discovered by Varying Methods of Analysis

RANK				FREQUENCY		
Jones[1]	Earle[2] Rugg	Gold[3]		Jones[1]	Earle[2] Rugg	Gold[3]
1	1	1	Facts, acquisition of knowledge, etc.	49	40	100
2	3	2	Training certain powers such as judgment, memory, sympathy, discrimination, etc.	46	31	61
3	5	3	Training for citizenship	34	25	36
4	6	7	Patriotism and national ideals	28	19	9
5	7	6	Use of books, methods of study, etc.	25	16	10
6	4	4	Broadening the pupil's point of view	19	30	22
7	2	5	Causal relationships, appreciation of past and present, etc.	11	37	17

[1]Jones, W. C., *Professional Preparation of Teachers of the Social Sciences in the Secondary Schools,* Unpublished Master of Arts Thesis, Colorado State Teachers College, Greeley, Colorado, 1925. (An analysis of 54 books, magazine articles, and committee reports.)

[2]Rugg, Earle, "Evaluating the Aims of History," *The Historical Outlook,* Vol. 15, pp. 324-326. (An analysis of 60 books, magazine articles, and courses of study.)

[3]Gold, H. H., "Methods and Content of History Courses in the High Schools of the United States," *The School Review,* Vol. 25, pp. 88-100, 187-195, and 274-282. (An analysis of 242 courses of study reviewed from 236 cities in 41 states.)

TABLE XVII

RELATIVE EMPHASIS TO AIMS AS SHOWN BY TEST QUESTIONS IN HISTORY[1]

Aims	Number of Questions			
	Elementary American	Secondary American	Modern and Medieval	Ancient
1. To discipline the memory	15,290	7,404	8,211	4,870
2. To discipline the imagination	27	——	——	3
3. To train the judgment	1,572	1,104	813	539
4. To teach the nature of historical evidence and the habit of weighing it	0	0	0	64
5. To furnish entertainment	0	0	0	0
6. To afford practical knowledge for use in daily life	0	0	0	0
7. As a background for literature and science	71	10	94	0
8. To inculcate a taste for historical reading	0	0	0	0
9. To bring about sympathy and understanding among peoples and nations	0	0	3	1
10. To inculcate the love of truth.	0	0	0	0
11. To fit boys and girls for citizenship	30	11	3	0
12. To teach the power to organize facts	6,043	2,350	3,645	1,638
13. To promote scientific thinking	0	0	0	0
14. To teach an appreciation of the past	1	0	136	365
15. To correct superficial and prejudicial thinking	0	0	0	0
16. To emphasize cause and effect	986	600	483	163
17. To show that the American are the bravest men and the most successful of inventors, explorers and scientists	0	0	0	0
18. To interpret the present and judge the future in terms of the past	8	2	0	1
19. To afford moral training	0	0	2	0
Total	24,028	11,443	13,390	7,644

[1]Cited from Osborn, W. J., *Are We Making Good at Teaching History?* page 63. Public School Publishing Company, Bloomington, Illinois, 1926. (An investigation of testing approximately 56,000 pupils.)

TABLE XVIII

FREQUENCY OF COURSE TITLES RETURNED BY TEACHERS COLLEGES AND NORMAL SCHOOLS TO REVEAL NATURE OF WORK IN THE SOCIAL STUDIES

A. *Courses Common to* 10 *or More Institutions*

1. American history, 81
2. European history, 58
3. Sociology, 47
4. Geography, 44
5. Economics, 43
6. Teaching of history, 35
7. Teaching of geography, 36
8. Regional geography—foreign, 25
9. Educational sociology, 21
10. American government, 20
11. Regional geography—U. S., 19
12. Rural sociology, 14
13. Social psychology, 14
15. Teaching of the social studies, 14
16. Commercial and economic history of the U. S., 14
17. Economic geography, 13

B. *Courses Common to Less Than* 10 *Institutions*
(Frequencies not tabulated)

18. Industrial geography
19. Physical geography
20. Physiography
21. Home geography
22. Geology
23. Climatology
24. Human geography
25. Mathematical geography
26. State geography
27. Natural resources
28. State government
29. International law and politics
30. Civics—political science
31. European governments
32. Municipal governments
33. Community civics and rural life
34. Corporation government
35. Civics
36. Methods in civics
37. Citizenship—Diplomacy—Political parties—Democracy, etc.
38. Vocational civics—constitution, etc.
39. Civil War
40. Reconstruction
41. Anthropology
42. Ethics
43. Educational psychology
44. Educational subjects (varied)
45. Business geography
46. English history
47. Contemporary, World, Int.—history
48. Modern history
49. Ancient history
50. Latin American history
51. State—city history
52. Contemporary civilization
53. Roman history
54. Greek history
55. Negro, Constitutional, Literary history, etc.
56. Rural economics
57. Taxation, finance, banking, etc.
58. Transportation, commerce
59. Social problems
60. Social surveys and statistics
61. Family, race, origins, theory, attitudes, etc.
62. Poverty, labor, crime, child welfare, juvenile delinquency, etc.

TABLE XIX

EQUIPMENT (OTHER THAN TEXTBOOKS) FOUND IN 26 TEACHERS COLLEGES PERSONALLY STUDIED

A. *Class Equipment*

	History 188 Courses	Geog. 126 Courses	Soc. 62 Courses	Pol. Sci. 60 Courses	Econ. 43 Courses
Braco Machine		2			
Courses of study of public schools	2	26	10	4	8
Charts	43				
Current Literature	37	15	37	13	32
Congressional Records	1				
Clay		4			
Denoyer-Geppert Project Problem Maps		2			
Desk Outline Maps	7	11			
Government Reports & Bulletins		17		13	
Globes		45			
Graph Paper		1			
Laboratory Tables		3			
Lantern Slides	21	20			
Lobeck's Physiographic Maps		1			
Law Codes				1	
Maps	188	126	6	11	17
Models	1				
Massachusetts Historical Society Reprints	1				
Museum Collection	7		4		
Opto Scientific Supply Co., Set of Illustrative Materials		5			
Pennsylvania Reprints	1		1		17
Pamphlets					
Pictures (small size; miscellaneous collection)	32	20			
Planetarium		7			
Rock Types		4			
Railroad Guides		1			
Sand Table		12			
Stereoscopic Views		22			
State Historical Records	1				
Standard Tests & Measurements	1	4			
Samples from Manufacturing Firms		3			
Soil Types		8			
Weather Instruments					

B. *Outside Sources Studied*

History: Historic places in the vicinity—in two courses.
Geography: A chosen region—in three courses.
Types in the vicinity—in eight courses.
Sociology: Local conditions and institutions—in 26 courses.
Political Science: Local government—in one course.
Economics: Local economic problems—in five courses.

TABLE XX

NUMBER OF TIMES VARIOUS TYPES OF CLASSROOM PROCEDURE WERE MENTIONED IN CONTENT COURSES IN 26 TEACHERS COLLEGES PERSONALLY STUDIED

	History 188 Courses	Geog. 126 Courses	Soc. 62 Courses	Pol.Sci. 60 Courses	Ec. 43 Courses
Discussion	12	17	5	5	2
Discussion and recitation	23	3	5	18	4
Discussion, recitation and reports	14	13	5	2	2
Discussion and reports	12	28	8	3	
Lecture and discussion	39	7	7	8	18
Lecture and quiz	3	1			
Reports	4				
Lecture, recitation discussion, and reports	19	9	7		4
Problem method and recitation	1			2	
Lecture, discussion, and recitation	29	4	6	6	2
Summary	3	1	3	1	1
Lecture	11	2	2	1	
Lecture and recitation	15	1		8	
Developmental and problem method	1	4			
Lecture, discussion, and socialized recitation	1				
Recitation and reports	1				
Lectures, discussions, and reports	10		14	4	2
TOTAL	198	90	62	58	35

TABLE XXI

WHAT IS TESTED IN CONTENT COURSES IN 26 TEACHERS COLLEGES PERSONALLY STUDIED

	History 188 Courses	Geog. 126 Courses	Soc. 62 Courses	Pol. Sci. 60 Courses	Econ. 43 Courses
Analysis of cases			1		
Accuracy	4				
Attitude	8	4	2		
Ability to present work in a clear and interesting way	1				
Application	51	58	29	14	40
Ability to deduce geographic facts from pictures		1			
Extent of reading	21	3			
Growth in the field		2			
Information	188	121	43	48	38
Interests—growing out of the study of the field	12				
Judgment	39	12		11	1
Knowledge of the literature of the field	1				
Organization of subject matter	152	66	27	17	19
Observation		13			
Power to detect problems			2		
Research ability	1		1	2	1
Reasoning power	5	12			
Skill in preparing bibliographies	1				
Spelling		1			
Teaching ability		1			
Understanding (interpretation)	83	26	5	11	1

TABLE XXII

*Types of Content Examinations As Found in 26 Teachers Colleges Personally Studied

	History 188 Courses	Geog. 126 Courses	Soc. 62 Courses	Pol. Sci. 60 Courses	Ec. 43 Courses
Ability Test		4			
Bibliographies, preparation of	5				
Book reports	21				1
Case Analysis			1		
Collection of Data			1		
Completion Type	44	12	7	19	3
Chronological arrangement	11				
Discussion, Written	66	56	22	15	20
Essay Type	44	4	11	4	14
Graphs		11			
Identification	23	12	2		7
Interpretation of passages in reading material	16				
Interpretation of statistics		2			
Map Work		21			
Narrative Type	4				
Notebook Work	24	7	2		
Oral topical reports		2			
Outlines	4			2	
Problem Type	4	18	6	3	2
Quiz, Oral	87				7
Quiz, Written	58	30	27	40	17
Report on study of a given region		4			
Reading Reports	22	6	1	1	1
Research Work	2				
Spelling of words technical to subject		1			
Standardized Tests		11			
Term Paper	31	23	22	7	2
True and False Type	54	31	17	5	2

*The figures indicate the number of courses in which the types were used.

TABLE XXIII

NUMBER OF TIMES VARIOUS TYPES OF CLASSROOM PROCEDURE WERE MENTIONED IN METHODS COURSES IN 26 TEACHERS COLLEGES PERSONALLY STUDIED

	History	Geography	Social Science
Recitation and discussion	5		
Recitation, discussion, reports, and observations	1	plus field work 1	
Recitation, discussion, and observation	1		
Recitation and lecture	2		
Recitation and reports	1		
Discussion	4		
Topical recitation and analysis of types of methods	1		
Discussion and lectures	2		1
Discussion and recitation	1		
Lecture, discussion, and observation	3		
Discussion and reports	2	6	
Discussion, reports, and observation	1	4	
Discussion, reports, and lecture	1		
Supervised study		2	
Lecture, field work, and visits to museum		1	
Recitation, discussion, and lectures		2	
Discussion, observation, participation		1	
Discussion and student teaching of the class		3	
Discussion, lectures, and reports		1	1
Lectures and discussion		1	2
TOTAL	25	23	4

TABLE XXIV

WHAT IS TESTED IN METHODS COURSES IN 26 TEACHERS COLLEGES PERONALLY STUDIED

	History	Geography	Social Science
Application of principles of teaching	16	21	5
Interpretations of printed page	1		
Information	18	23	5
Judgment	1		1
Organization	6	1	13
Reasoning	1		
Extent of reading		3	1
Ability		1	
Growth		1	
TOTAL	43	50	25

TABLE XXV

TYPES OF EXAMINATIONS USED IN METHODS COURSES IN 26 TEACHERS COLLEGES PERSONALLY STUDIED

	History	Geography	Social Science
Discussion, Written	8	7	4
Diagnostic tests	1		
Lesson plans	13	13	2
Notebook work (outlining of materials for use in teaching)	1	2	1
Practical application in classroom	1		
Preparation of book lists on topics	1		1
Reading reports	2	3	1
Review of 3 textbooks	1		
Term paper	1		
True-false	3	5	1
Written quiz	8	11	2
Completion		2	
Deduction of geographical facts from pictures		1	
Map Work		1	
Problem type		5	1
Participation		1	1
Selection of questions from texts		1	
Inventory test given before and after unit is studied		1	
Standard tests		1	
TOTAL	41	54	14

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